

The Pennsylvania State University

The Graduate School

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**PARENTS' ATTITUDES TOWARD KINDERGARTEN ASSESSMENT AND
SELECTION IN TAIWAN: A STUDY USING GOVERNMENT-IDENTIFIED
QUALITY FACTORS**

A Thesis in

Curriculum and Instruction
by

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ABSTRACT

The motivation for this study was the increased importance of early childhood education as an educational learning environment for children. The growing demand for early childhood institutions in Taiwan stems from the increased number of two-salary families and awareness of the importance of early education by the Taiwanese Ministry of Education. Even though many educators and researchers have investigated best-practices for constructing quality child care programs and developing quality early childhood program standards and accreditation criteria to supervise these programs; however, parents' voices are often unheard. The researcher believes that parents, teachers, educators, government officers and policy makers must work together as a group to serve children and improve the quality of early childhood education programs. Therefore, the main purpose of this study was to gain an understanding of parents' attitudes toward kindergarten assessment and the factors that enter into their selection of a kindergarten.

This study was conducted in Kaohsiung, Taiwan, the largest city in southern Taiwan. A stratified random sample of 480 parents with children aged 4–6 and enrolled in licensed kindergartens were recruited for this study. The instrument was a revised questionnaire based on Kaohsiung Kindergarten Assessment Criteria. The data analysis was conducted using SPSS 13.0, a Windows-based statistical software package. Each research question was subjected to different analysis methods. Descriptive statistics, one-way ANOVA, independent t-test and logistic regression analysis were used. Research results were as follows:

- (1) Taiwanese parents do care about a quality kindergarten, but at different levels.

Parents have a more positive attitude toward teaching facilities and public safety and curriculum and child care subscales.

- (2) Parents differed by age and monthly household income in their attitudes toward kindergarten assessment. Parents also differed on practical and reputation/information factors when examined by parents' gender, education level, income and occupation.

- (3) There was no difference in parents' attitudes toward kindergarten assessment when examined by kindergarten types, but there were differences between public and private kindergarten parents' attitude toward practical and reputation/information factors.

- (4) Parents' most important kindergarten selection factors were concerned with safety and cleanliness of environment and facilities and curriculum and child care. In addition, parents' attitudes about the importance of teaching facilities and public safety and curriculum and child care concepts were the best predictor of parents' kindergarten selection.

- (5) In the open-ended question, most parents stated that the environment and teacher quality were important, especially the space and cleanness of the environment and the teacher personality. In addition, some parents also listed different criteria that related to license issues, curriculum, children preference, student quality and some practical factors.

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Chapter 1

INTRODUCTION

The purpose of this study was to gain an understanding of how parents value kindergarten characteristics, whether they agree with kindergarten quality standards, and whether educators, researchers and parents can work as a team in doing so. Identifying and gaining an understanding of areas of consistency between parents and educators is the major ingredient in constructing a quality kindergarten for children.

This chapter includes the following sections: (1) statement of the problem, (2) purpose of the study, (3) research questions, (4) definition of terms, (5) significance of the study, and (6) the limitations of the study.

Statement of the Problem

Early childhood education has increased in importance as an educational learning environment for children. The growing demand for early childhood institutions in Taiwan is due to the increase in two-salary families and the awareness of the importance of early education by the Taiwanese Ministry of Education. Consequently, there are abundant early childhood education programs; this includes many unlicensed programs.

According to Ling and Feng (1999), 48.98% of Taiwanese children attend programs at age 3; 89.57% of children at age 4; and 97.30% at age 5. Yang and Cai (2002)

also found that the number of 5-year-old children attending early childhood programs was 96.1% and 96.3% in 1999 and 2000, respectively.

However, scholars' statistics differ quite significantly from those of the government. According to Ministry of Education statistics in Taiwan, only 40.30% of children ages 3–5 attended early childhood programs (licensed kindergarten and nursery programs) in 1992, and only 40.46% of children ages 3–5 attended early childhood programs in 1993 (Ministry of Education, 1995). Lin and Feng (1999) stated that the difference between educators' and government statistics might be due to the lack of control over unlicensed early childhood programs.

In addition, early childhood education in Taiwan has two different systems—nursery schools and kindergartens. Each is managed by the Ministry of Education and Ministry of Interior, respectively. The regulations and standards (e.g., teacher qualification, curriculum and facilities) are quite different. The enrollment ages even overlap—the nursery school serves children ages 2–6 and kindergarten serves children ages 4–6.

Also, kindergarten in Taiwan has two different arrangements: public and private programs. The public kindergartens are usually affiliated with primary schools, and private programs are usually privately run (Ministry of Education, 2004). Private kindergartens are for-profit programs; the government rarely provides funding for private kindergartens. These kindergartens may emphasize how to balance finances, and pay less attention to other factors related to children's development (Zhou & Lee, 1992). Therefore, teacher qualifications, salaries, turnover rate, environment safety and curriculum are some of the contemporary issues in early childhood education settings that

might hinder children's development (Yang & Cai, 2002). Those contemporary issues are discussed in more detail in chapter 2.

Many educators and agencies (e.g., Child Care Employee Project, 1989; Cohen, Kagan, & Neuman, 1996) have asserted that quality child care can make a significant difference in children's development. Children who develop reasoning and problem-solving skills within a quality early care and education environment are likely to become more cooperative and considerate of others and to have better self-esteem. However, children who attend lower-quality programs are more likely to encounter difficulties with language and social development and are less likely to master age-appropriate behaviors or expected levels of development. Also, many educators and government officers develop quality early childhood program standards and accreditation criteria to evaluate the programs. In Taiwan, the Ministry of Education designs the kindergarten assessment instrument, while the Ministry of the Interior designs the nursery school assessment plans. The purpose of the assessment is to ensure the quality of the programs. In other words, assessment contents have become the benchmark for a quality child care program.

According to Bronfenbrenner's ecological theory, "a child developing within the context of the system of relationships forms his or her environment" (as cited in Gestwiski, 2004, pp. 431–432). In other words, the importance of contextualizing conceptions of quality is not only based on those standards created by educators and government, but also needs to take parents' perceptions into consideration as well. "Parents make the decision as whether and where their children attend programs and their opinions are important to consider when making decisions about program improvement" (Basile & Henry, 1996, p. 1).

In sum, some quality issues in early childhood education settings in Taiwan might hinder children's development. In addition, parents are the final decision makers for their child. Thus, parents, teachers, educators, government officers and policy makers must work together as a group to serve children and supervise the quality of early childhood education programs. Without knowing parents opinions and perceptions when choosing early childhood programs, it is difficult to formulate a sound child care policy that can meet parents' needs (Phillips, 1996).

Need for the Study

Based on the statement of the problem, this study was conducted for three reasons: (1) only a small portion of studies compare the parents' values with professionally identified quality factors—thus, it is necessary to understand whether parents' values are consistent with the government's values in order to create a better assessment instrument; (2) most parents are satisfied with their selection of child care, but child care quality remains a major problem in early childhood settings—thus, it is necessary to understand parents' selection criteria; and (3) differences in the demographic variables may influence parents' attitudes toward quality features and selection. Thus, it is necessary to understand these differences as noted in need statements 1, 2, and 3.

Purposes of the Study

The main purpose of this study was to gain an understanding of parents' attitudes toward kindergarten assessment and the factors that enter into their selection of a kindergarten. Other related goals include the following: (1) to investigate whether quality childhood programs matter to Taiwanese parents; (2) to examine how parents' personal background (e.g., gender, age, income, education and occupation) affects their attitudes toward kindergarten assessment; (3) to determine the differences in parents' attitudes toward kindergarten assessment in public and private kindergartens; and (4) to determine how parents' attitudes toward kindergarten assessment influence their final selection of a kindergarten while also examining parental characteristics and kindergarten types.

Research Questions

The arching question for this study was: "What are parents' attitudes toward quality kindergarten assessment and their kindergarten selection"? The sub-questions were as follows:

RQ1: What factors influence determination of quality kindergarten to Taiwanese parents? To what extent, do parents agree with the standards set by the government?

RQ2: Is there a difference in parents' attitudes toward kindergarten assessment when examined by:

- (a) Gender
- (b) Parents' age
- (c) Education level

(d) Occupation

(e) Monthly household income

RQ3: Is there a difference in parents' attitudes toward kindergarten assessment between public and private kindergartens?

RQ4: How do parents' attitudes toward kindergarten assessment influence their final selection of a kindergarten while also examining parental characteristics and kindergarten types?

The research design is shown in Figure 1.1.

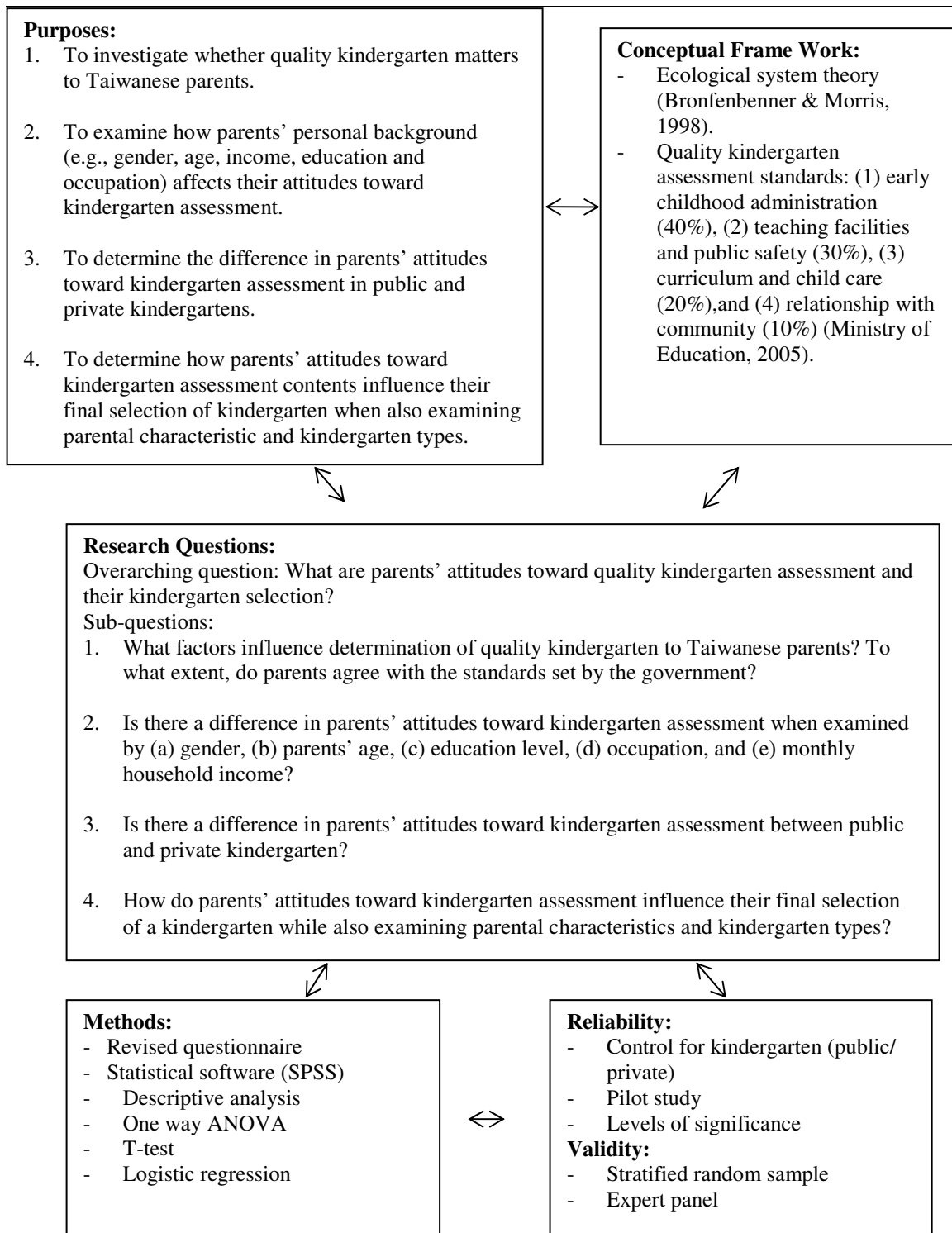


Figure 1.1: Design of the Research Study

Definition of Terms

The following terms were used in this study: (1) early childhood education programs, (2) kindergarten assessment standards, (3) Kaohsiung City Kindergarten Assessment Criteria, (4) attitudes, (5) kindergartens, and (6) parents.

Early Childhood Education Programs

In general, early childhood education programs served children from birth to age 6–7 years; the education includes learning at home and at school. Specifically, the education programs only focus on school learning (Lu, 1998). However, there are two early childhood education systems—preschool and kindergarten. These are managed by the Taiwan Ministry of Education and Interior, respectively. This study only focused on kindergartens that serve children ages 4–6 and that are managed by the Ministry of Education. The terms “kindergarten”, “early childhood programs” and “programs” are used interchangeably throughout this study.

Kindergarten Assessment Standards

Based on the “public and private kindergarten evaluation and rewards plans” offered by the Ministry of Education in Taiwan, evaluation emphasizes normalized kindergarten operations, curriculum, and parental education and the relationship between schools and communications. The evaluation standards and percentages are as follows: (1) early childhood administration management (40%), (2) curriculum (20%), (3) teaching

facilities and public safety (30%), and (4) relationship with community (10%) (Ministry of Education, 2001).

Kaohsiung Kindergarten Assessment Criteria

The Ministry of Education only provides general guidelines; specific criteria and contents in each standard are designed by the Education Bureau in each city/county (Ministry of Education., 2000). For example, Kaohsiung City had 23 criteria in the early childhood administration management, 14 criteria under teaching facilities and public safety, 14 criteria under curriculum and child care and 4 criteria under relationship with community (Ministry of Education, 2005).

Attitudes

An attitude is defined as a relatively stable organization of interrelated beliefs (opinions, expectations or judgments that a person accepts as true). Thus, an attitude describes, evaluates and advocates actions with respect to a person, object, or situation (Bennett, 2003, p. 235).

Kindergarten

In Taiwan, most kindergartens are privately run. Public kindergartens are usually affiliated with primary schools. Pupils ages 4–6 are admitted for 1-2 years of schooling (Ministry of Education, 2004).

Parents

In this study, a parent is a father or mother or guardian. This individual currently has a child ages 4–6 who is enrolled in a licensed public or private kindergarten in Kaohsiung City, Taiwan.

Significance of the Study

This study of parents' attitudes toward kindergarten assessment and selection is important because its findings: (1) may help daycare providers and the government to better understand parents' selection factors and revise program standards to meet parents' demands; (2) may provide educators and government a chance to deliberate about whether parents' perceptions of quality kindergartens agree with the government quality assessment child care guidelines—if the criteria do not match, the educators and government may need to pay more attention to the parent education issues; and (3) may lead government and educators to consider including parents in the revision of assessment criteria, if necessary.

Limitations of the Study

This study had two limitations: (1) the samples for this study were composed of parents in Kaohsiung City only—the results were generalized to the Kaohsiung City area and so may not be generalized broadly to all populations in early childhood settings; and (2) one of the purposes is to understand parents' kindergarten selection factors. Thus, it

would have been preferable to measure parental selection factors at the beginning of the semester (September) because parents may have a clearer memory of their reasons for their selection decisions. Due to the study framework, this study was conducted in December (three months later), forcing a later recollection of reasons for selection and enrollment.

Chapter 2

SELECTED RESEARCH STUDIES: REVIEW OF LITERATURE

The purpose of this study was to understand parents' attitudes about kindergarten assessment and selection. Identifying and understanding areas of consistency between parents and educators were the major foci because gaining such an understanding will enable parents, educators and researchers to work as a team in building a quality kindergarten for children.

In this chapter, the literature review is discussed in the following sections: (1) the kindergarten system in Taiwan, (2) contemporary early childhood education issues in Taiwan, (3) quality day care program standards and accreditation, (4) the importance of parents' attitudes toward quality child care, (5) factors influencing parents' day care selection, and (6) methods of assessing parents' attitudes about child care selection.

Kindergarten System in Taiwan

This part is presented in the following sections: (1) kindergarten types, (2) tuition, (3) regulation goals, (4) teacher qualification and welfare, and (5) curriculum standards and pedagogies.

Kindergarten Types in Taiwan

Kindergarten can be divided into two types: public and private kindergarten. There are 1,355 public kindergartens (Ministry of Education, 2006a) and 1,927 licensed private kindergartens in Taiwan (Ministry of Education, 2006b). Public kindergarten is set up in elementary schools for children aged 4–6. Those who want to enroll their children in kindergarten have to meet one of three conditions: (1) low-income families have enrollment priority; (2) parents who work in that particular elementary school have priority; and (3) parents who have special needs or are from a minority (aboriginal) group have priority. As for those who want to enroll in public kindergarten and are not included in the above conditions, they need to draw a lot on a specific day. The private kindergartens do not have specific limitations; families who wish to enroll their children in private kindergarten may apply without restrictions (Kaohsiung Education Bureau, 2006).

Tuition

Tuition differs between public and private preschools. The tuition standard is managed by the Education Bureau in each city/county. For example, in Kaohsiung City, the largest city in southern Taiwan, half-day public school tuition is around NT 9,850 (\$302 U.S. dollars) and full day is NT 17,450 (\$534 U.S. dollars). The fee includes tuition, activity fee, materials and snack/lunch fee. Half-day private school is around NT 22,200 (\$680 U.S. dollars) and full day is around NT36,200 (\$1,108 U.S. dollars); the fee includes tuition, activity fee, materials, snack/lunch fee, facilities and other items

(Kaohsiung Education Bureau, 2006) (see Table1.1). In order to equalize the financial resources and lower parents' economical pressures, the government provides a voucher of NT 5,000 (\$153 U.S. dollars) each semester for a child who is enrolled in a licensed private school at ages 5 to 6; each child can only apply once (Kaohsiung Education Bureau, 2006).

Table1.1: Kaohsiung Kindergarten Fees Standards

| Items | | Public (NT) | Private (NT) | Period |
|-------------------------|-----------|-------------|--------------|----------|
| Tuition | Part time | 4,500 | 9,500 | Semester |
| | Full time | 6,500 | 16,000 | |
| Activity Fee | Part time | 200 | 200 | Month |
| | Full time | 250 | 250 | |
| Students' materials fee | Part time | 270 | 270 | Month |
| | Full time | 320 | 320 | |
| Snacks | Part time | 600 | 700 | Month |
| | Full time | 900 | 1,200 | |
| Lunch | Part time | | | Month |
| | Full time | 720 | 900 | |
| House rent and tax | Part time | | 550 | Month |
| | Full time | | 550 | |
| Facilities fee | Part time | | 320 | Month |
| | Full time | | 320 | |
| Others | Part time | | 500 | Month |
| | Full time | | 500 | |

Source: Kaohsiung kindergarten fees standards from <http://163.32.250.6/members/grp03/>

[幼稚教育概況/all.htm](http://163.32.250.6/members/grp03/幼稚教育概況/all.htm)

Regulation Goals

Kindergarten is administered by the Ministry of Education and follows the Preschool Education Act, which was enacted in 1980 and revised in 2003. The laws cover early childhood education goals, kindergarten-established rules, teacher qualifications, financial use, school bus regulations and violation rules. There are five early childhood education goals: (1) to maintain children's physical and mental health, (2) to promote children's good habits, (3) to fulfill children's daily experience, (4) to enhance children's moral concepts, and (5) to foster children's social abilities (Law and regulations database of the Republic of China, 2003).

Teachers' Qualification and Welfare

Teacher qualifications are dictated by the Teacher Training Law, which authorizes teachers or other colleges to provide four years of early childhood education training. Those who graduate from these schools obtain a kindergarten teacher certificate. However, there are also three exceptions: (1) those with an early childhood education degree who graduated from vocational school; (2) those who graduated from high school but finished all required credits as a part-time student; and (3) those who already were a provider or a teacher before the Preschool Education Act. Also, Standard Eight states that there should be fewer than 30 children in each classroom; the teacher/child ratio should be 1:15; and each classroom should have two teachers.

In addition, the Preschool Education Act protects teachers' rights, welfare, benefits, insurance and retirement. The public kindergarten teachers' rights are set by elementary

school standards; private kindergartens can establish their own standards and report to the government. Normally, public kindergarten teachers' monthly salary is around NT 38,385 (\$1,170 U.S. dollars) while the private kindergarten monthly salary is around NT 25,000 (\$760 U.S. dollars (Bureau of Employment and Vocational Training, 2006).

Establish Rules

Rules 5 and 6 in the Preschool Education Act state that kindergarten building locations, and indoor and outdoor facilities, should be sited according to the following factors: (1) the kindergarten location should be appropriate and safe; (2) kindergarten providers and teachers must meet the requirements; (3) private kindergartens must raise enough funding in order to operate the kindergarten; and (4) kindergartens' indoor and outdoor facilities must follow the preschool facilities standards.

The preschool facilities standards assert that (1) kindergartens should be set up in the community or in the elementary school for convenience; (2) kindergartens should be located in a quiet, fresh air, and fine drainage environment; and (3) the building should be no more than two stories. In the city, average indoor space should be more than 1.5 m² for each child; outdoor space should more than 2 m² for each child. In the country, indoor space should be more than 2 m² and outdoor space should more than 4 m² for each child (Ministry of Education, 1989).

Curriculum Standards & Pedagogies

In addition to the Preschool Education Act, the Ministry of Education also established the “Early Childhood Education Curriculum Standards” in 1987 based on the Preschool Education Act goals. The curriculum emphasizes health, daily experience, and moral education and has a strong connection to family education. Also, the program cannot pre-teach the elementary curriculum (e.g., teach writing Chinese letters) (Ministry of Education, 1987). The curriculum standards include six major areas: health (physical, mental and daily health); play (senor-motor, creative, pretend, problem solving and drama play); music (singing, movement, listening and music instrument practice); work (drawing, paper work and craft); language (stories/ballads, free talking, discussion and reading); and knowledge (social, science and math concept) (Ministry of Education, 1987).

Since the Ministry of Education only regulates the early childhood curriculum standard and does not make demands about teaching style, kindergartens are free to have their own program philosophy and teaching pedagogies (Cai, 1993). There are five common curriculum pedagogies in Taiwan nowadays: (1) Montessori approach, (2) bilingual or whole English learning approach, (3) learning center approach, (4) thematic-unit approach, and (5) project approach (Shi & Chen, 2004). There can be accommodation of the five curriculum pedagogies currently use in Taiwan.

Montessori approach. The Montessori approach was designed by Maria Montessori. The program approach emphasizes an open, rich and organized learning environment (Shi & Chen, 2004). The environment is prepared for children’s free

learning through activity in peaceful, orderly surroundings scaled to the child's size and interest and the teacher's role as observer, supervisor in guiding children's independent thinking skills and learning (Manswell, 1996). The materials include (1) practical life, (2) sensorial, (3) math, (4) language and (5) culture (Jiang, 2005). The practical life materials are designed to teach the child to care for him/herself in the environment. Those activities include grooming, pouring, spooning, and cleaning, care of plants and the use of tools. The sensorial area stimulates children to classify five senses—size, smell, touch, sound and taste—and incorporate them into the learning process. The language area not only teaches children how to memorize and learn basic words, but also fosters children's independent learning and communication skills. The math area is based on the recognition of units and creation of quantities based on ten. The cultural area includes geography, science, history, plants and animals. Children start to learn about culture at around 4.5–5 years old (Jiang, 2005; Manswell, 1996).

Bilingual or Whole English Learning approach. Due to globalization and internalization, learning English is an important issue in Taiwan. Therefore, Taiwanese parents believe that children should learn English at an early age (Lee, 1990). Zhang, Zhang and Yan (2001) found that 37.2% of parents send their children to bilingual or whole language preschool, and 77% of parents agree that English should be part of the kindergarten curriculum, while only 11.9% of parents disagree. Most of the parents believe that ages 3–6 years are the critical range for language learning. If one learns language after this period, then it will be more difficult to learn English. However, there is still no evidence that learning language quickly is associated with age (Zhang & Wu, 2002). Generally, bilingual and whole language learning all focus on teaching children

English. Whole English learning claims a “No Chinese environment” at school and most are taught by a foreign teacher. Bilingual learning means that school usually provides one or two English classes, and is taught by foreign teacher or teachers who graduated from a foreign language department (Ao, 2006; Lee, 1990).

Learning Center approach. The learning center approach is used frequently in preschools. Its purpose is to allow students to fulfill curriculum goals by choosing from a variety of hands-on learning activities (Bottini & Grossman, 2005; Devany, 2005). The classroom is divided into six main areas: (1) the library area, which provides access to books for enjoyment and educational purposes; (2) the science area, which contains a tellurion, magnifying glass, telescope and fish tank for children to explore themselves; (3) the art area, which provides a variety of materials (e.g., colored paper, crayons, paper bags and plastic bottles) in order to promote children’s creativities; (4) the manipulate area, which contains a puzzle, jigsaws, bingo, pairs-card and monopoly, in order to foster children’s problem-solving, thinking and logic development; (5) the block area, which contains different materials (e.g., wood, rubber and plastic) and varied shapes in order to improve children’s muscle, creativity, and coordination/development; and (6) the pretend play area, which enhances children’s social relationship and attitudes through play (Ao, 2006; Shi & Chen, 2004).

Thematic-Unit approach. Thematic-unit teaching has complete goals, plans and teaching materials—the approach teaches children daily experiences and knowledge instead of following traditional ways that only teach reading and writing. Before school begins, teachers usually form a discussion group and preplan what they are going to teach based on what they thought would be interesting to children. Each unit has a central

question and does not overlap with other units (Cai, 1993; Trepamer-Street, 1993).

Usually the length of each central unit is designed for one month of teaching and divided into few small units (each for 1–2 weeks)—for example, if the central unit is safety traffic, then the teacher can divide the unit into (1) common traffic tools, (2) recognition of different traffic signs, (3) walking safety, and (4) a little traffic guide—each small unit lasts for one week (Lin, 1999). Overall, the thematic-unit teaching can easily control the teaching content and children’s development. However, thematic-unit teaching focuses too much on systematic teaching and may ignore the depth of the contents. The curriculum might be inflexible so that sometimes children might lose interest (Ao, 2006).

Project approach. The project approach has received much attention in early childhood nowadays (Trepamer-Street, 1993). The term “project approach” came from L. R. Richards, a professor at Columbia, in 1990. He stated that students should plan projects and implement them rather than follow teachers’ rules and direction (Jiang, 2001). The project approach is a method that involves in-depth study of a particular topic, integrates language, mathematics, social studies, and the arts into the curriculum, and is conducted by children (Chard & Katz, 2000).

Children in the project approach environment are more responsible and take initiative to make decisions and choices (Katz, 1998; Trepamer-Street, 1993). The teachers’ role is to provide support and to encourage children to use different ways (e.g., discussion, body language and arts design) to express their own thinking and feeling, and encourage children to connect new ideas and old experiences in order to form a new concept or thought (Shi & Chen, 2004). The project approach is a new pedagogy in

Taiwan. The potential problem in using this approach is that teachers may not know how to guide and control the classroom environment (Ao, 2006).

Contemporary Early Childhood Education Issues in Taiwan

Following the discussion of the kindergarten system in Taiwan, this section contains a discussion of some major early childhood education issues in Taiwan—an examination of contemporary early childhood education issues is the first step toward improving kindergarten quality (Ying, 1998). An issue is defined as “significant points and matters of consequence that are worthy of discussion and resolution” (Isenberg & Jalongo, 2003, p. 5). The most common issues in Taiwan may be grouped into four areas: (1) kindergarten administration, (2) teacher qualification, (3) environment, and (4) curriculum. These are discussed below.

Kindergarten Administration

The first issue is “kindergarten administration” (e.g., kindergarten licensing, personnel and finance). Although the Preschool Education Act states that a person who wants to set up a public or a private kindergarten needs to be approved by the Education Bureau in each city/county, in fact, there are still lots of unlicensed kindergartens. According to Lin and Feng (1999), 48.98% of children attend early childhood programs at age 3; 89.57% attend early childhood programs at age 4; and 97.35% attend early childhood programs at age 5. Yang and Cai (2002) also found that the number of children

who attended early childhood programs at the age of 5 were 96.1% and 96.3% in 1999 and 2000, respectively. However, scholars' statistics and government statistics are quite different. According to Ministry of Education statistics, only 40.30% of children aged 3–5 attended early childhood programs in 1992, and only 40.46% of children aged 3–5 attended early childhood programs in 1993 (Ministry of Education, 1995). Lin and Feng (1999) used telephone interviews and questionnaires to learn more about the unlicensed program situation and found that 21.6% of children studied in unlicensed kindergartens—a situation that may hinder education quality and children's safety.

Another issue within kindergarten administration is “tuition”. Private preschool tuition is four times more expensive than that for public school. In public preschool, the funding comes from government; the major funding source in private preschools is parents—no government subsidies (Taipei Municipal University of Education, 1994). Thus, educational funding is not equal between public and private programs. The Ministry of Education provides vouchers for parents who enroll their children in private programs in order to alleviate the financial burden. However, Wu (2002) stated that the early childhood education voucher only alleviated parents' economic burden by 20% and did not promote kindergarten quality. On the other hand, the voucher system allows parents more freedom in choosing preschool institutions and facilitates the legalization of unregistered institutions (Lin, 2004; Wu, 2002).

Teacher Qualifications

The second issue is “teachers”. Teacher qualifications are set by law, which authorizes teachers or other colleges to provide four years of early childhood education training (Law and regulations database of the Republic of China., 2003). Yang and Cai (2002) found that teachers’ educational background in public kindergarten involve the following: university (67.76%), vocational school (29.32%), high school (1.13%), and others (1.79%). Teachers’ educational backgrounds in private kindergarten are: vocational school (39.35%), high school (35.72%), university (22.95%), and others (1.98%).

Those who graduate from universities and teachers’ colleges do not prefer to work in private schools for several reasons. These include: (1) low welfare (50%), (2) low salaries (45%), (3) too much pressure (28.7%), and (4) bad working environment (25.7%) (Jiang & Zhong, 1997). The public kindergarten teachers’ rights are set by elementary school standards; private kindergartens can establish their own standards and report to the government. Normally, public kindergarten teachers’ monthly salary is around NT 38,385 (\$ 1,170) while the private kindergarten monthly salary is around NT 25,000 (\$760) (Bureau of Employment and Vocational Training, 2006).

On the other hand, teachers who work in public kindergartens not only receive better welfare benefits, but also have more opportunities to pursue future education and in-service training (Yang & Cai, 2002).

Environment

The third issue is “environment”. Based on preschool facilities standards, in the city, average indoor space should be more than 1.5 m² for each child; outdoor space should be more than 2 m² for each child. In the country, indoor space should be more than 2 m² and outdoor space should be more than 4 m² for each child (Ministry of Education, 1989). However, the property tax is increasing more and more, so that the kindergarten provider has to reduce program space in order to operate a program. This not only hinders children’s development, but also influences the children’s safety (Chen, 1993).

School bus safety is also an important issue in Taiwan. In a total of 36 school bus incidents, 4 children died and 320 children were injured between 1994 and 2004 (Lan, 2005). The Consumer Protection Commission in Taiwan inspected 210 school buses and found that 94 were unqualified (44%). Problems include overload and lack of school bus equipment standards (Li, 2006). As a result, the government revised the kindergarten school bus policy from inspections every five years to every year to ensure the quality and safety of the school bus (Tai, 2006).

Curriculum

The final issue is “curriculum”. The Taiwan Ministry of Education asserted that programs need to follow Early Childhood Education Curriculum Standards, but made no demands about teaching style. Kindergartens are free to follow their own program philosophy and teaching pedagogies (Cai, 1993). Thus, many private programs teach

skills (e.g., English, math, music and dancing) in order to fulfill parents' needs, especially regarding English teaching.

Due to globalization and internalization, learning English has become an important issue in Taiwan; therefore, Taiwanese parents believe that children should learn English at an early age (Lee, 1990). Most kindergartens advertise their kindergarten as “Whole English or Bilingual Learning Environment” instead of traditional. The Child Welfare League Foundation (2002) investigated the current state of English learning in preschool; it was found that 60.6% of parents felt their children learned English in school. On February, 8, 2004, the Ministry of Education announced that kindergartens could not include English as part of the curriculum because it interferes with children's development (e.g., language, emotional, cognitive and social development) (Ye, 2004). However, TVBS surveyed 843 people and found that 57% disagreed with this policy, 37% agreed, and 19% had no opinion (TVBS Survey Center, 2004). Thus, most people in Taiwan still believe that learning English at an early age is important and necessary.

In sum, contemporary issues in preschool settings in Taiwan were discussed in this section. This included unlicensed kindergarten, high tuition, unqualified teachers, school bus safety and the curriculum issues. Any or all of these factors could harm child development. The quality of public kindergartens is greater than in private kindergartens (Zhang, n.d.). The public kindergarten costs less and has more qualified teachers and the curriculum follows the Early Childhood Curriculum. However, the public and private ratio is 3:7 (Zhang, n.d.)—not all children can enroll in public preschools. Therefore, identification of the best ways to control and evaluate the quality of the preschools is an important issue in Taiwan.

Quality Day Care Programs Standards and Accreditation

A high-quality day care program can produce short- and long-term positive outcomes. Specifically, a better quality child care program is associated with a wide range of cognitive, language, and social development (Bracey & Stellar, 2003; Fuller, Holloway & Liang, 1996; Kwan & Sylava, 1996; Phillips & McCartney, 1987; Votruba-Drzal, Coley & Lansdale-Chase, 2004). Children's cognitive and language development includes performing better on word identification, applied problems and incomplete words, short-term memory, language comprehension and expressive vocabulary (Kwan & Sylva, 1996; NICHD Early Child Care Research Network, 2003). Social development includes fewer behavior problems, and lessened self-control and ability to solve social conflicts (National Center for Early Development & Learning, 1997; Votruba-Drzal et al., 2004).

A follow-up study tracks children who enrolled in a High/Scope Perry Preschool, a high-quality early intervention program, in the mid-1960s. The study found that when those preschoolers were age 19, they had higher graduate rates and were less likely to have been in special education. The preschooler also had higher scores on the Adult Performance Level Survey, a test from American College Testing Programs that simulates real-life problem situations. When preschoolers were age 27, they also earned more and were likely to own their houses and had longer and more stable marriages (Bracey & Stellar, 2003).

However, children attending lower-quality programs were more likely to have difficulties with language and social development and could exhibit more inappropriate behaviors or development (Cohen et al., 1996; NAEYC, 2003).

Therefore, many educators and researchers have begun to discuss the elements of a high-quality day care environment. Also, many programs design the instrument for preschool as a yardstick and assessment tool to manage and enhance the quality of day care centers. In the United States, the most common accreditation and standard used is “NAEYC Early Childhood Program Standards and Accreditation Criteria”. More than 10,000 child care, preschools and other programs for young children are accredited by NAEYC; this number has increased by 25% over the past two years (NAEYC, 2005a). In Taiwan, the Ministry of Education also designs nationwide evaluation criteria to use in assessing and enhancing preschool quality in each city/county.

This section is presented as follows: (1) introduction of assessment standards in the U.S. and Taiwan, and (2) comparison/contrast of the assessment tools in the United States and Taiwan.

Introduction of Assessment Standards in the United States and Taiwan

NAEYC Early Childhood Program Standards and Accreditation Criteria

The purpose of program evaluation is to improve the quality of education and other services provided to young children and families (NAEYC, 2003). The program standards in NAEYC focus on four areas: children, teaching staff, administration and

family and community relationships. The NAEYC designed ten early childhood program standards based on these four areas. Each standard represents an element of high-quality programs.

Standards related to children include: (1) promoting positive relationships among children and adults, (2) implementing curricula consistent with goals and promoting children's learning and development, (3) using developmentally, culturally and linguistically appropriate teaching, (4) providing assessment of child progress, and (5) promoting nutrition and health. Standards related to teaching staff include employing qualified, professional, and knowledgeable teachers. Standards related to administration include: (1) implementing policies, procedures and systems that support program managements, and (2) providing a safe and healthful environment. Standards related to partnerships include: (1) maintaining collaborative relationships with families, and (2) establishing community relationships. Each standard is divided into a few topic areas that emphasize the big ideas in each standard. More specific criteria are provided under each topic area.

Kindergarten Assessment Standards and Criteria in Taiwan

Based on the “public and private kindergarten evaluation and rewards plans” offered by the Ministry of Education in Taiwan, the purpose of this evaluation is to understand kindergarten operations in each city/county, and to self-examine the program quality in order to identify qualities that may be used to enhance children's development (Ministry of Education, 2005). The evaluation contents emphasize normalized

kindergarten operations, curriculum, and parental education and the relationship between schools and communications. Thus, the evaluation standards and percentages are as follows: (1) early childhood administration management (40%), (2) teaching facilities and public safety (30%), (3) curriculum and child care (20%), and (4) relationship with community (10%). However, the Ministry of Education only provides the general guidelines; specific criteria and contents in each category are designed by the Education Bureau in each city/county (Ministry of Education, 2000).

Take Kaohsiung City, for example—there were 23 items in the early childhood administration category, which includes four sub-categories: (1) working plan, (2) personnel system, (3) accounting and finance system, and (4) coordination with government. Fourteen items in the curriculum and child care category included: (1) the principles of curriculum design and teaching, (2) positive interaction between teacher and children, (3) various of teaching activities (e.g., active/passive activities, solitary/ group activities), and (4) promotes children daily living skills, nutrition and health. Fourteen items in teaching facilities and public safety included: (1) environment and facilities cleanness and safety, (2) school bus regulation and safety, and (3) kitchen, water and bathroom cleanness and safety. Five items in the relationship with community category included: (1) various communicating skills with parents, and (2) provide sufficient early childcare-related information to the community. Each category is worth 100 points and each specific item has a specific value.

Comparison/Contrast Between Assessment Tools in the United States and Taiwan

In this section, the strengths and weaknesses of the U.S. and Taiwanese assessment tools are compared and contrasted according to the following qualities/characteristics: (1) assessment contents, (2) content design, (3) evaluation manners, (4) evaluation committee, and (5) evaluation results dimensions.

Assessment Contents

Overall, the assessment standards in the United States and Taiwan all include part of the Developmental Appropriate Practice (DAP) guidelines. These include: (1) a caring community of learners, (2) teaching to enhance development and learning, (3) appropriate curriculum, (4) assessing children's progress, and (5) establishing a reciprocal relationship with families (Bredekamp & Copple, 1997). However, the standards focus group and content design differ at some levels between the United States and Taiwan.

The NAEYC believes that programs should focus on four areas: children, teaching staff, administration and community relationship. The main focus group is children; others are supporting groups that are consulted in order to establish an effective and durable structure for a quality program (NAEYC, 2005b). The proportion of children's groups is around 49%; for the other three groups—teaching staff, partnerships with community and administration—is 17% each.

In Taiwan, the Ministry of Education divides the contents into four categories: children administration management, teaching faculties and public safety, curriculum and

child care and relationship with community. Taiwan places more value on administration (40%) and teaching facilities/public safety (30%), and only 20% on curriculum and child care and 10% on partnerships with community (see Figure 2.1).

According to Lu (1998), program management means that the program uses an effective and scientific process to implement personnel, finance and other program administrative work in order to achieve quality early childhood goals. The education Bureau in Kaohsiung City divides administration management into four categories: (1) working plan, (2) personnel system, (3) accounting and finance system, and (4) coordination with government.

There is no clear reason for the Taiwan government's focus on administration management. However, the possible reasons might stem from the number of unlicensed kindergartens. In Taiwan, according to the Ministry of Education, only 23.69% of children aged 3–6 were enrolled in preschools; the enrollment rate was 65.9% based on educators and researchers. The difference between MOE and educators' statistics is the exclusion and inclusion of unlicensed preschools (Lin & Feng, 1999). An unlicensed kindergarten might not meet early childhood education laws and standards (teacher/child ratio, teacher qualification and financial issues). This might be the biggest reason for the Taiwan government's focus on administration over other standards.

In addition to kindergarten administration management, the Ministry of Education in Taiwan also places greater emphasis on "Teaching facilities and public safety". The Ministry of Education (1995) reported that the environment and facilities in preschools' need to improve. For example, the classrooms in public preschools are usually old and need repairs. The spaces in private preschools are usually narrow or insufficient because

many of the program spaces were re-constructed from apartments. This situation might be a significant issue in mountain districts. Chen (2004) also stated that if children were injured or had other safety-related issues in school, the other quality features (e.g., curriculum, relationship with community) were all meaningless.

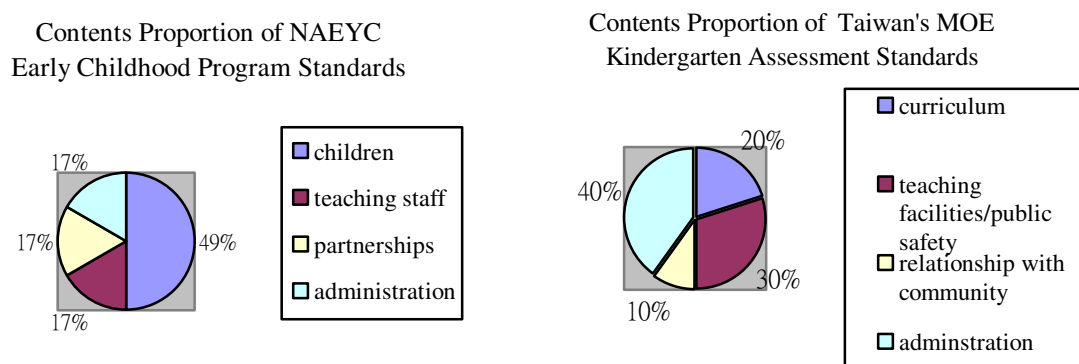


Figure 2.1: Comparison of Standards Between the United States and Taiwan

Contents Design

In addition to the focus group, another difference between the United States and Taiwan is the content design. Overall, the assessment standards design in the United States and Taiwan has similar formats that include basic standards and specific criteria under each standard. However, the United States assessment tool is designed by non-governmental professional organizations. In Taiwan, the basic standards are designed by the Ministry of Education and the specific criteria in each categories are set to be designed by the Education Bureau in each city/county (Ministry of Education, 2000). The

assessment report showed that the number of specific criteria and content proportion differ greatly between cities/counties, and they might influence the assessment result(Chen, 2004). Thus, the government in Taiwan might need to undertake deeper considerations of these issues.

Evaluation Manners

Both the United States and Taiwan evaluations go through three major processes: self-study, on-site evaluation, and follow up evaluation. Self-assessment and on-site evaluation are just like two wheels, and follow up evaluation is like the wheel axle that makes two wheels move forward (Chen, 2003). In comparing the NAEYC with Taiwan's MOE standards, the United States assessment is more serious than Taiwan's. For example, those who participate in the self-assessment process in the NAEYC need to spend at least one year in preparation (NAEYC, 2005b). However, it takes only nine months from self-study to follow-up evaluation in Taiwan. Lee (1996) also interviewed kindergarten providers for their opinions about kindergarten evaluation in Taiwan. Most providers stated that self-assessment was something that most programs were passive about participating in.

Evaluation Committee

Both in the United States and Taiwan, the assessment system not only conducted the self-assessment process, but also an on-site assessment that involved a team of

assessors who visited the program to conduct classroom observations, review program documents and interview administrators (NAEYC, 2006). In the NAEYC in the United States, the assessor selection is voluntary. Assessors are trained in the use of data collection tools and are expected to continuously maintain reliability throughout their term of service up to two years, with the possibility of renewal. Both regional and local assessors are sought. In Taiwan, the assessors are government administrators, elementary school heads, educators and kindergarten teachers or providers (Chen, 2003).

Evaluation Results

Based on the NAEYC in the United States, if the program was deferred, the assessors provided a specific time frame in which the program had to make improvements and re-submit materials to begin a new on-site assessment. In addition, the NAEYC conducts “verification visits” in which randomly unannounced visits are made to accredited programs to make sure the programs follow the NAEYC standards. If a program does not satisfy the standards, then the program accreditation is revoked (NAEYC, 2005b).

In Taiwan, after completing an evaluation, 1/5 of the programs that achieve a successful assessment receive a certificate and NT 20,000 (Taiwanese Dollars). For those programs that do not qualify, the Ministry of Education performs follow-up evaluations to enhance program improvement. If programs still do not improve their deficiencies, the program is forced to close based on Early Childhood Education Law #19. Also, if the

Ministry of Education found that the program was cheating after the evaluation, the program qualification would be revoked (Ministry of Education, 2000).

In sum, the main purpose of NAEYC accreditation standards and Taiwan's kindergarten evaluation assessment standards is to set a benchmark to ensure preschool quality. There are some levels of difference between the assessment contents, content design, evaluation manners, committees and results between the United States and Taiwan. In the United States., the assessment content goals focus more on children; in Taiwan, the standards focus more on administration and environment. The United States standards were designed by a non-government professional organization; the Taiwan standards were designed by the Ministry of Education. Also, in the United States, the evaluation committee is voluntary; in Taiwan, the evaluation committee is formed mostly of educators and government officers.

The Importance of Parents' Attitudes Toward Quality Child Care

According to Katz (1993), there are four perspectives on the quality of child care: (1) a top-down perspective that focuses on research/professional views, (2) a bottom-up view that focuses on children's viewpoints, (3) outside-in, which focuses on parents' perceptions, and (4) inside-out, which focuses on staff perceptions.

The prevailing definition of quality focuses more on the top-down perspective that highlights the importance of program structures (e.g., adult-child ratio, group sizes and caregiver training and education) and the structural predictors that serve to facilitate the interactions between caregivers and children (Phillips,1987). However, parents are

the final decision maker in choosing a quality kindergarten for their child; thus, it is important to include the voice of parents (inside-out) as a critical source in improving the quality of early care and education (Philips, 1996).

When parents' search for a place for their child, they focus more on the specific needs of their child and family, as well as on personal beliefs about child care and parenting (Zinzeleta & Little, 1997). In addition, "parents experience child care as a multidimensional service that focuses on the child but affects the entire family. For example, arranging child care usually involves balancing requirements imposed by the family's schedule and resources with advantages offered to the child"(Larner, 1996, p. 23)—in other words, parents as child care consumers (Cryer & Burchinal, 1997). This leads to the suggestion that parents should be actively involved in the choice of care service, and that they should have sufficient information and opinions concerning the quality care that they may purchase for their child (Cryer & Burchinal, 1997).

Kagan and Neville (1992) stated that if parents desire to purchase high-quality child care, in an ideal market, an increased number of higher-quality programs should become available. If parents want to purchase high-quality child care for their children, then they will be able to demand this from the market and act as a force to increase the quality of the supply. However, this does not seem to be the case. The Cost, Quality, and Child Outcomes Study (1995) reported that child care centers in the United States are mediocre to poor—only one in seven centers provides a level of quality that promotes healthy development. Almost half of the infant and toddler rooms are poor quality; only one in 12 infant/toddlers room provides developmentally appropriate care.

The reason that parents do not choose high-quality child care might be that parents do not have sufficient knowledge and information about what constitutes quality day care programs, and they often overestimate the quality that their children are receiving (Cost, Quality, and Child Outcomes Study, 1995). Another reason may be that parents do not have the resources to exercise choices for child care selection.

In sum, parents are consumers in the child care environment; parents' perception of quality child care should become a vital factor in improving the quality of child care. In addition, parents need to obtain sufficient and accurate information about the elements of quality child care, and thereby act as a force to increase the quality of the supply from the child care market.

Factors Influencing Parents' Day Care Selection

Parents are the final decision maker in choosing day care for their children; if they do not choose a quality day care program, they might inhibit their children's development. Therefore, it is necessary to understand how parents value and choose day care for their children.

Parents' day care selections are affected by: (1) day care programs' quality characteristics, (2) practical factors, and (3) the information process. Each is discussed below.

Day Care Programs Quality Characteristics

The first area that parents care about is their perception of quality features (Larner, 1996). More than 50% of parents cited quality as the most important factor when choosing a kindergarten with special concern for environmental and teacher quality factors (Hofferth, Brayfield, Deich, & Holcomb, 1991; Peyton, Jacobs, O'Brien, & Roy, 2001).

Environment Factors

In most of the literature reviewed, the first concern was environment–related factors that include health and safety, sanitation, equipment and home-like setting (Bogat & Gensheimer, 1986; Cryer & Burchinal, 1997; Kisker & Maynard, 1991). Parents want to ensure that their child’s experience is safe, pleasant and developmentally appropriate (Liang, 2001). In an interview, a parent stated that “Environment is most important issue, second one is teacher...if the environment not big enough or weird, I don’t consider it anymore” (Zheng & Song, 2004, p. 3). Bogat and Gensheimer (1986) interviewed parents and found that “health and safety” was endorsed as most important (99.3%). Johnson, Marira-Dyanda and Dzvimbo (1997) used face-to-face interviews with 51 working parents and found, too, that most parents responded “availability of good food or balanced diet, teacher qualification, hygiene or cleanliness and the facility(physical structure, provision of adequate space)”.

Teacher Quality Factors

Teacher quality factors are also an important factor, especially for teacher characteristics (Bogat & Gensheimer, 1986; Hofferth et al., 1991; Kang, 2004; Lin & Feng, 1999; Peyton et al., 2001; Zhong, 2003). The National Child Care Survey randomly chose 5,333 eligible households with children under age 13 and used descriptive statistics to analyze the data. The result found that 71% of parents stated that the first thing they consider is provider characteristics (Hofferth et al., 1991). Peyton et al. (2001) also found that 354 of 633 mothers considered the preschool quality and 275 of 354 mothers were concerned with the quality of care providers. A parent in Taiwan mentioned that “ My child’s teacher xx is really nice, I never saw her get angry like me, even if she was angry, her voice is always gentle and soft, I really admire her, now I start to learn like her ...a good teacher need to be gentle, attentive and thoughtful” (Zheng & Song, 2004). Low-income mothers also place special emphasis on trusting relationships among providers, children and parents (Johnson et al.,1997).

Practical Factors

Parents do care about some levels of quality, but they may be constrained by available resources inside or outside the family, such as family income, mother’s wage, child care cost, and availability of child care (Han, 2000; Lerner, 1996). These are related to family demographic factors. Johansen, Leibowitz, and Waite’s (1996) study was based on the fifth follow-up survey of the National Longitudinal Study, which a self-administered survey was sent to 12,841 participants. The results used Ordinal Least

Square (OLS) regression analysis and found that mothers who worked longer hours were more concerned about the location and cost than other mothers; on the other hand, high-wage mothers paid less attention to convenience (Johansen et al., 1996). Kang (2004) also found that housewives were less concerned about the convenience factors because they have more flexible time than is found in other occupations.

In addition, families with low or moderate incomes were much more likely to choose care based on those practical reasons than were high-income families—in other words, higher-income families were significantly more likely to choose care because of kindergarten quality (Early & Burchinal, 2001; Peyton et al., 2001).

Information Process

When parents decide to choose a kindergarten for their children, they seek information from friends, relatives and neighbors or formal referral agencies (Bogat & Gensheimer, 1986). The National Child Care Survey indicated that 66% of parents who arranged child care relied on informal sources of information (e.g., friends, relatives and neighbors), 13% relied on advertisements and 9% sought help from referral agencies (Hofferth et al., 1991). Long, Wilson, Kutnick, and Telford (1996), after an analysis of descriptive data, found that parents who sought advice before making a child care choice were most likely to seek informal information than to ask experts or to read child care magazine or books, 61% chose informal resources only, and 46% sought professional advice. Those professionals included social services (20%), health services (e.g., doctors and nurses) and teachers (9%). Qiu (2003) also used descriptive statistics to find that

31.4% of respondents sought information from relatives and friends, and only 16.8% from government advertisements.

In sum, both quality and practical factors are important issues for parents. Their choice of good care might be influenced by demographic variables and information outside of families. Since the attitudes of parents about kindergarten selection is complex and each parent has his/her own selection criteria, the author only discusses general findings from other research. These findings are presented in Table 2.2 and Table 2.3.

| Author | Samples | Methods | Results |
|---|--|--|--|
| Bogat, G. A. & Gensheimer, L.K. (1986) | All individuals who called a state-funded I&R agency | Demographic and decision-making questionnaire by structured-phone telephone | <ul style="list-style-type: none"> ● Health and safety ● Adult supervision ● Child provider philosophy ● Coordination between parents and providers |
| Atkinson, A.M. (1987) | 43 mothers with children in a small Midwestern city | Semi-Structured interviews(written questionnaires and open-ended questions) | <ul style="list-style-type: none"> ● Convenience and location ● Financial reasons ● Quality of program ● Quality of staff ● Physical facilities |
| Cryer, D., & Burchinal, M. (1997) | 727 infant/toddlers; 2407 preschoolers' parents | Revision ECERS and ITERS questionnaire | <ul style="list-style-type: none"> ● Safety aspects ● Interaction with caregivers |
| Johnson, D.J., Marira-Dyanda, C., & Dzvimbo, P.K. (1997) | 51 working women with children age 3-5 years | Face to face informal interview | <ul style="list-style-type: none"> ● Availability of balanced diet ● Teacher qualification ● Hygiene or cleanliness ● Facility |
| Peyton, V., Jacobs, A., O'Brien, M., & Roy, C. (2001) | 633 mothers with a child aged 3 years old | Phone interview | <ul style="list-style-type: none"> ● 55.9% stated quality was the most important reason ● Quality of care providers (275/354) ● Practical reasons(cost, location, availability 137) |
| Hofferth, S. L., Brayfield, A., Deich, S., & Holcomb, P. (1991) | 5333 eligible households with children under age 13 | Parent survey questionnaire | <ul style="list-style-type: none"> ● Provider related (71%) ● Child related (10%) ● Facilities related (10%) ● Program related (6%) ● Other (3%) |

Table 2.3: Literature Reviews on Parents' Preschool Selection (Taiwan's Findings)

| Author | Samples | Methods | Results |
|-------------------------------------|---|---|---|
| Lin, P. R., & Feng, Y. (1999) | 3,000 parents with a child under age 7 | Open-ended questionnaire and telephone interview | <ul style="list-style-type: none"> ● Convenience (26.77%) ● Recommend by others (17.63%) ● Curriculum (12.86%) ● Environment factors (11.81%) ● Price (7.42%) ● Administration (4.45%) ● Bilingual environment (2.04%) ● Children love it (1.73%) |
| Qiu, S. W. (2003) | 1,320 (public 630 and private 690) parents with a child enrolled in kindergarten in Taoyuan | Questionnaire (teachers distribute the questionnaire) | Public K <ul style="list-style-type: none"> ● Public school ● Teacher quality ● Cost less ● Close to house Private K <ul style="list-style-type: none"> ● Recommend by others ● Specific curriculum ● Teach writing and reading in order to catch up first grade ● Teacher quality ● Have school bus |
| Zhoung, R. Z. (2003) | 1,000 parents with a child enrolled in kindergarten | Questionnaire (teachers distribute the questionnaire) | <ul style="list-style-type: none"> ● Safety environment. ● Relationship between Parents and teachers ● Professional teacher qualification and teaching |
| Kang, S. L. (2004) | 1,440 parents with a child enrolled in kindergarten in Taipei | Questionnaire (teachers distribute the questionnaire) | <ul style="list-style-type: none"> ● Children love it ● Teacher factors ● Curriculum ● Recommend by others ● Physical environment ● Personal issues |
| Zheng, Q. Q., & Song, M. J. (N. D.) | 7 parents with a child enrolled in kindergarten | Semi-structured interview | <ul style="list-style-type: none"> ● Physical environment. ● Teacher quality ● Go visit and observe |

Methods of Assessing Parents' Attitudes on Child Care Center Selection

As shown in the previous section, almost all research has used survey research as the measurement tool to measure parents' attitudes. Issac and Michael (1995) stated that survey research is "a means of gathering from physical counts and frequencies to attitudes and opinions" (p.136). The purpose of survey design is to "generalize from a sample to a population so that inferences can be made about some characteristics, attitude or behavior of this population" (Creswell, 2003, p.154). The survey research design can often be divided into two major categories: the questionnaire and the interview (Guo, 1999). Each is discussed below.

Questionnaire Types

"A written collection of self-report questions to be answered by a selected group of research participants is called a questionnaire" (Gay, Milles & Airasian, 2006, p. 163). In this section, questionnaire types are discussed in the following order: (1) formats of questionnaires, and (2) uses of Likert-type response scales in questionnaire design.

Formats of Questionnaires

There are two common formats of questionnaires: closed-ended and open-ended. Closed-ended questions are designed to allow respondents to choose one answer that best matches his/her beliefs from the items; the open-ended format is unstructured and allows

responders to write down anything that matches their thinking and belief (Gay et al., 2006; Guo, 1999).

Closed-ended questions are easy to answer, easy to code, save time and appropriate for sensitive questions (e.g., ages, salaries) and for responders who lack expression. However, the closed-ended format might mislead conclusions due to the limited range of options. Responders do not have the option of writing down their response or might not be satisfied with all questions items but still need to choose one of them (Wang, 2006). On the other hand, observers are free to express their ideas and thinking in the open-ended question format, but many respondents won't take time to respond to free response items or will give unclear responses, and it is more difficult to score and time-consuming than closed-ended questions (Gay et al., 2006). Within the questionnaire, most of the findings cited in the literature in this study were based on information from closed-ended questionnaires.

Uses of Likert-Type Response Scale in Questionnaire Design

In addition to the format of the questionnaires, different types of scaling are commonly used in questionnaires, including scaled items (Likert scale and semantic differential), ranked items, checklist items and paired comparison (Gay et al., 2006). O' Neal and Chissom (1993) compared the results obtained from the Likert-type response scale, ranking and paired comparison in measuring attitudes, the results showed that the Likert-type response scale is an easier task and yields more information than those either failed or incomplete in ranking and paired comparison types of scale. In addition,

Wikipedia (2007) also stated that “A Likert scale (pronounced 'lick-ert') is a type of psychometric response scale often used in questionnaires, and is the most widely used scale in survey research”.

Interview Types

Another type of survey research is “interview”. The formats of interviews include the unstructured interview, structured interview and semi-structured interview (Wang, 2006). The unstructured interviews are entirely informal and are not controlled by a specific set of detailed questions. The interviewer encourages subjects to fully express their ideas and perceptions on a specific question. However, if the observers do not have much experience or training, the interview might not attain the objective and be needlessly time-consuming (Guo, 1999). The structured interview uses a specific questionnaire; the interviewer asks the same question and in a set order and manner to ensure no repetition between interviews. However, the disadvantage is that it is too structured, so may not get deeper information (Wang, 2006). The semi-structured method combines structured and unstructured interviews that use a set of questionnaires first and later ask some open-ended questions to get more information from subjects (Crawford, 1997; Ling, 2001). The semi-structured interview is used widely by researchers in assessing parents’ attitudes based on the literature review in this study (see Tables 2.1 and 2.2).

In sum, most of the literatures on parents’ attitudes toward child care program selection are based on survey research. The purpose of survey research is to “generalize

from a sample to a population so that inferences can be made about some characteristics, attitude or behavior of this population” (Creswell, 2003, p. 153). The most common methods in survey design are the questionnaire and interview. According to the literature on parents’ preschool selection, the closed-ended questionnaire and semi-structured interview have been used widely in studies.

Summary of the Literature Review

This chapter was organized into six categories: (1) the kindergarten system in Taiwan; (2) contemporary early childhood education issues in Taiwan—understanding contemporary issues is the first step in improving the quality of kindergarten; (3) the day care program assessment standards designed to serve as a benchmark for quality kindergarten—the purpose of program assessment is to understand current day care programs' operation and give programs an opportunity to self-examine in order to improve the quality of the kindergarten and children's development (Ministry of Education, 2000; NAEYC, 2005b); (4) the importance of parents' attitudes; (5) factors influencing parents' day care selection—parents are the final decision makers in kindergarten selection for their child, their selection influences their children's future development; and (6) methods of assessing parents' attitudes on child care center selection—the most common methods used to assess parents' attitudes are the questionnaire and survey.

A high-quality day care program can produce short- and long-term positive outcomes on cognitive, language and social development. Therefore, parents, educators and researchers need to work as a team in building a quality kindergarten for children. Therefore, the main focus in this study was to identify and gain an understanding of areas of consistency between parents' and educators' definitions of quality day care programs.

In the next chapter, the methods used in this study are outlined and described

Chapter 3

METHODOLOGY

The purpose of this study was to examine parents' attitudes towards kindergarten assessment and their selection factors. In order to obtain these results, this chapter provides a complete description of the methodology for this study. The description is divided into five sections: (1) research design, (2) population and sample, (3) instrumentation, (4) data collection, and (5) treatment of data.

Research Design

The study utilized survey research design. The purpose of the survey design is, “to provide a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population” (Creswell, 2003, p. 153). Survey research design is the preferred type of study for four reasons: (1) it can be generalized or claims may be made from a sample to describe the population; (2) the participants' answers are anonymous—thus, they are more willing to answer honestly; (3) English is not the researcher's native language, so the researcher is more comfortable with technical writing and statistical analyses than when using a qualitative narrative analysis approach; and (4) this approach can give audiences/stakeholders (policy makers, educators, kindergarten providers and parents) a clear and concrete data explanation. The survey in

this study was cross-sectional, which means the information was collected at one point in time (Creswell, 2003).

The instrument used in this study was a revised questionnaire based on Kaohsiung City Kindergarten Assessment Criteria. The criteria were used to evaluate kindergarten quality. Based on the Kaohsiung City Kindergarten Assessment Criteria, the instrument design in this study had three major purposes: (1) to collect Taiwanese parents' personal background information; (2) to examine parents' attitudes toward government identified quality criteria; and (3) to understand parents' kindergarten selection factors.

Population and Sample

The sample population for this research was parents with children ages 4–6 enrolled in a licensed kindergarten in Kaohsiung City, Taiwan, the largest city in southern Taiwan. According to the information on the website of the Ministry of Education in Taiwan (<http://www.moe.gov.tw>), there were 68 public kindergartens and 103 private kindergartens in 2005–2006. There were 6,849 children in public kindergartens and 12,556 children in private kindergartens in Kaohsiung City at that time (<http://www.edu.kh.edu.tw/statistics/003.xls>). It is difficult to compile a complete description of the population because specific document contains information about parents in Kaohsiung City.

Thus, the sampling design for this survey research represents a stratified cluster random sample. The drawing processes are: (1) randomly draw two public kindergartens and two private kindergartens from eleven school districts in Kaohsiung City in order to

get equal participants in each school district—here only seven school districts qualified for this condition; (2) based on Krejcie and Morgan (1970), the sampling size required 365 samples from public kindergartens and 370 participants from private kindergartens with a 95% level of confidence. However, in considering the practical factors (e.g., the financial resources and location), the sample only chose four school districts for a total of 16 kindergartens, so that the sample size in this study was adjusted to 480. The procedures used in the sample selections are shown in Figure3.1

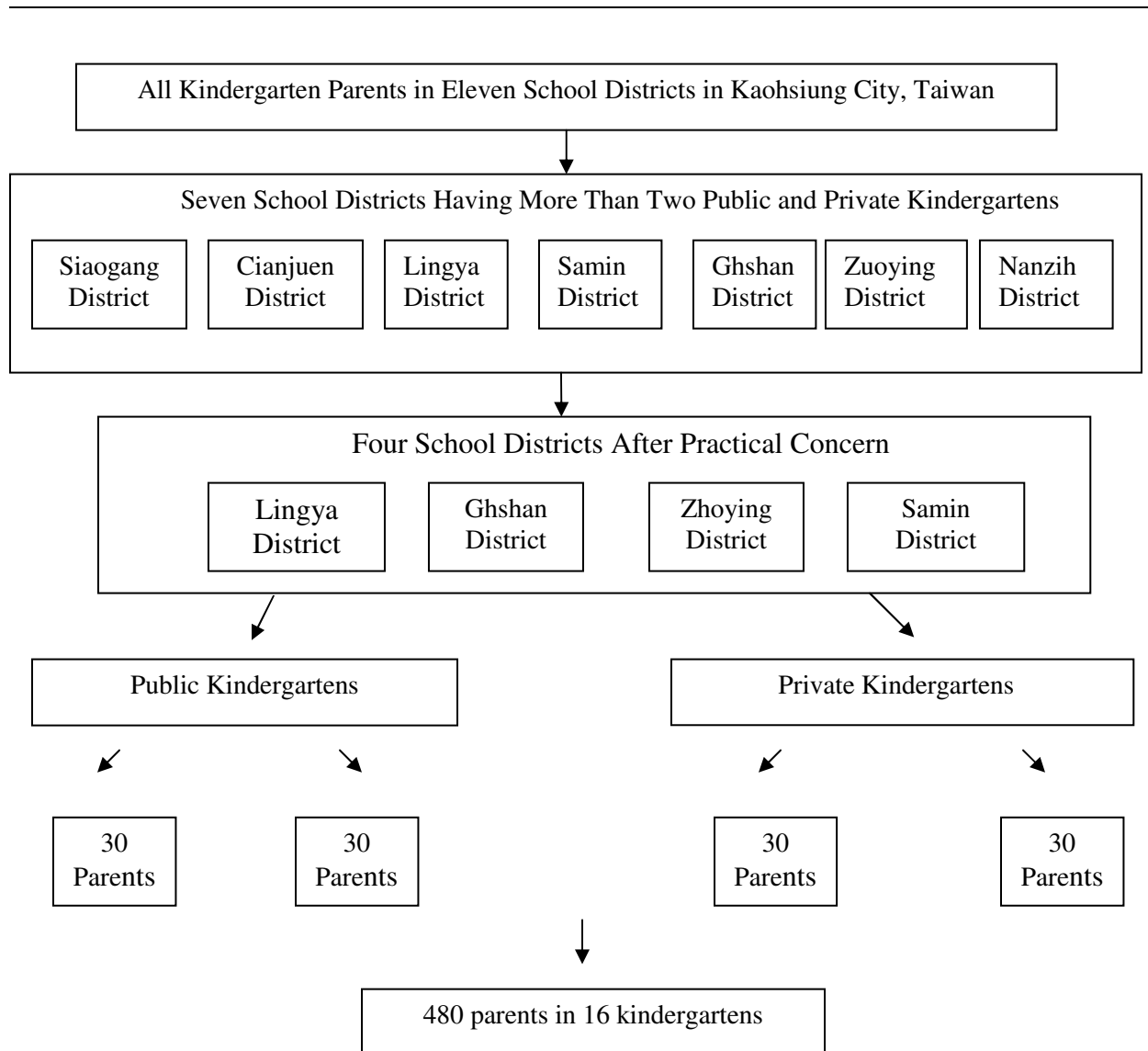


Figure3.1: Sample Selection Procedures

Instrumentation

The instrument for this study was a revised questionnaire based on Kaohsiung Kindergarten Assessment Criteria. The instrument design was divided into two phases: (1) instrument contents, and (2) translation.

Phase 1: Instrument Contents

The questionnaire had three major sections: (1) parents' background information, (2) parents' attitudes toward kindergarten assessment standards, and (3) parents' final selection factors. Each section is discussed below.

Questionnaire Part I: Parents' Background Information

“Parental information” was collected to gain an understanding of parents' background information and as a reference in answering future research questions. This section contained six questions: parents' gender, parents' age, educational background, occupation, income and kindergarten types (public or private). One question asked for parents' opinions about ways in which government should be involved in kindergarten evaluation.

Questionnaire Part II: Parents' Attitudes Toward Kindergarten Assessment Standards

“Parents’ attitudes toward kindergarten assessment” were gathered to better understand whether parents value the kindergarten assessment standards used by the Taiwan government. However, since the Taiwan government only provides general guidelines, the specific criteria used in this study were from the Kaohsiung Kindergarten Assessment. The original Kaohsiung Kindergarten Assessment has 55 items. In order to get a full picture of how parents view Kaohsiung Kindergarten Assessment Criteria, and considering the return rate and break-up rate, this part used the split-questionnaire technique to randomly break the criteria into three different versions of the questionnaire (versions A, B and C) and simplified the criteria to a lower reading level. Each version was answered by 160 subjects. “The split-questionnaire designs can overcome some problems inherent in long questionnaires by splitting the original questionnaire into several subcomponents and asking respondents to respond only to a fraction of the original questionnaire” (Vriens, Wedel & Sa’ndor, 2001, p.16). Later, these three different forms used the statistical matching technique to group them together as a complete data set.

In form A, there were 20 questions; form B had 18 questions (one question was broken into two specific questions); and form C had 17 questions (one question was broken into two specific questions) from the Kaohsiung Kindergarten Assessment Criteria. In addition to the Kaohsiung Kindergarten Assessment Criteria, this part also included seven questions that might influence parents’ view of kindergarten selection—four questions were related to “practical factors” (e.g., lower tuition, extend pick up/drop

off time and provide school bus), and three questions were related to “reputation/information process” (e.g., information from friends, relatives, commercial and government). There were also four foil questions to make sure parents’ responses were consistent and an open-ended question was included that was gain a deeper understanding of how parents consider other criteria when they select a kindergarten (see Table 3.1). The respondents in this study were expected to respond to these questions following a four-point Likert-type response scale from low importance to high importance, rather than choosing a mid point on the Likert scale (see the following example).The midpoint category from the Likert-type scale may distort the overall results because respondents may tend to answer to please the interviewer or to guess what might be the socially acceptable answer. Therefore, the accuracy of the answer can be minimized by eliminating the mid-point (neither nor, uncertain, etc.) (Garland, 1991; Worcester & Burns, 1975).

Example:

| | | | | |
|---|------------|------------|------------|------------|
| The relationship among teachers and staff is good | 1 | 2 | 3 | 4 |
| | Low | Little | Moderate | High |
| | Importance | Importance | Importance | Importance |

Table 3.1: Number of Items in Each Version of Questionnaires

| Categories | Version A | Version B | Version C |
|---|--------------|--------------|--------------|
| Early Childhood Administration Management | 8 | 8 | 7 |
| Teaching Facilities and Public Safety | 5 | 5 | 5 |
| Curriculum and Child Care | 5 | 5 | 5 |
| Relationship with Community | 2 | 1 | 1 |
| Practical | 4 | 4 | 4 |
| Reputation/Information | 3 | 3 | 3 |
| Foil Questions | 4 | 4 | 4 |
| Total | 31 | 30 | 29 |

Questionnaire Part III: Kindergarten Selection Factors

Information on “kindergarten selection factors” was sought to ascertain which factors most influence parents’ kindergarten selection. This part included nine items—item one was related to early childhood administration management; item two was related to teaching facilities and public safety; items three to five were related to curriculum and child care; item six was related to relationship with community; items seven to eight were related to practical factors; and item nine was related to reputation/information process. The respondents were asked to choose the three most important reasons and three least important reasons from the nine items.

After the instrument design, four Ph.D. students at the Pennsylvania State University examined the original Kaohsiung Assessment Criteria and the revision of the questionnaire in this design to make sure the concepts and ideas were the same between the original and revised instrument. They discussed the contents with the investigator and the final version of the instrument produces. Table 3.2 shows the difference between the original Kaohsiung Kindergarten Assessment and the revision of the questionnaire in this study.

Table3.2: Comparison between the Original Assessment and Revision Questionnaire

| | Original Assessment | Revised Questionnaire |
|----|---|---|
| 1 | 園務行政電腦化。 | 園務行政電腦化(如:設置網頁及使用電腦歸檔)。 |
| 2 | 訂定本園工作規章並確實執行(含課務安排、待遇、勤惰、考核、獎懲、退休、撫恤、福利…等)。 | 幼稚園訂有工作規章並確實執行(含教職員工的待遇、福利、考核、退休、撫恤等…)。 |
| 3 | 專任合格教師比率符合市府規定員額編制標準。 | 幼稚園合格老師比率符合市府規定。 |
| 4 | 教職員工益動依規定報核。 | 幼稚園老師的異動依規定呈報教育單位。 |
| 5 | 員工薪資比照公立幼稚園水準之比例。 | 幼稚園老師的薪資合理。 |
| 6 | 組織氣氛良好。 | 幼稚園教職員工之間的氣氛良好。 |
| 7 | 合理編制年度預算並依工作計畫執行預算、辦理決算。 | 幼稚園編列年度預算並依工作計畫執行。 |
| 8 | 設有總分類帳及現金帳,帳目清楚。 | 幼稚園的帳目清楚。 |
| 9 | 積極參與政府主辦活動或研習。 | 積極參與政府主辦的相關研習活動。 |
| 10 | 承辦全市性活動或研習。 | 幼稚園舉辦全市性(高雄市)活動或研習。 |
| 11 | 廚房規劃與設備位置安全適當,設有紗窗紗門,各項器具有妥善存放場所,足夠冷凍冷藏設備並注重廚房清潔衛生。 | 1. 幼稚園廚房規劃與設備位置安全適當。 2. 幼稚園注重廚房清潔衛生。 |
| 12 | 課程兼具統整性與連貫性,不作才藝課程教學。 | 1. 幼稚園課程兼具統整性及連貫性。 2. 不作才藝課程教學。 |
| 13 | 教師能建立教學檔案。 | 幼稚園老師能建立教學檔案(如:記錄活動流程及活動照片)。 |
| 14 | 幼稚園評量能符合定期、繼續、多元化與課程相結合的原則,著重過程評量,避免等級評量及紙筆練習。 | 幼稚園注重過程評量,符合定期、連續、多元化與課程相結合的原則。 |
| 15 | 餐點設計兼顧六大營養素及不同年齡需求,合乎營養可口衛生的品質。 | 幼稚園餐點設計合乎營養、衛生及美味的原則。 |
| 16 | 建立以教保並重的理念,重視孩子的日常生活輔導。 | 幼稚園老師具備教育及保育專業知識且重視幼兒日常生活輔導。 |
| 17 | 能配合家長背景,以多樣化方式加強聯繫溝通以提昇家長親職能力。 | 能配合家長背景,以多樣化方式和家長溝通(如:面對面、寫家庭聯絡簿、電話訪問)等…。 |

Phase 2: Translation

The aim of the translation processes was to make sure the original version and translation version performed in the same way (World Health Organization, 2006). The translation processes included four steps: (1) forward translation, (2) expert panel translation, (3) back translation, and (3) pilot study (Cull, Sprangers, Bjordal, Aaronson, West, & Bottomley, 2002; World Health Organization, 2006). Each step is discussed below.

Step 1: Forward Translation

The instrument in this study was based on Kaohsiung City Kindergarten Assessment criteria; therefore, the survey questionnaire was designed in Chinese. However, in order to discuss the survey with the researcher's Ph.D. committee, the researcher translated the questionnaire into English. A faculty member in the ARL (Applied Research Lab) at Penn State and a Penn State alumnus who is fluent in both English and Chinese also translated the instrument into English. A comparison was then made to ensure the accuracy of the instrument. Later, the provisional English version was produced. The differences between two translations are shown in Table3.3

Table3.3: Comparisons between Two Translations (Forward Translation)

| Translation 1 | Translation 2 | After Correction |
|--|---|---|
| What is your highest educational background? | Your highest educational background | Your highest educational background |
| What is your occupation? | Your occupation | Your primary occupation |
| Your monthly household income | Your total monthly household income | Your total monthly household income |
| The kindergarten provides a safety guard or monitoring system and has a specialized person to aviso. | The kindergarten provides a safety guard or monitoring system and has a specialized person to notify . | The kindergarten provides a safety guard or monitoring system and has a specialized person to notify . |

Step 2: Expert Panel

An expert panel was formed to ensure the content validity of the survey. The five panelists were university professors. They reviewed the structure and contents of the questionnaire and gave suggestions to improve the validity of the instrument. The members of the expert panel included:

- Dr. Thomas Yawkey, Professor of Curriculum and Instruction at the Pennsylvania State University
- Dr. Ladislaus Semali, Associate Professor of Education at the Pennsylvania State University
- Dr. David McNaughton, Associate Professor of Special Education at the Pennsylvania State University

- Dr. Edgar Yoder, Professor of Agricultural and Extension Education at the Pennsylvania State University
- Dr. Chih-Sheng Chen, Assistant Professor of Child Care Department at the Southern Taiwan University of Technology

The revision of the questionnaire is shown in Table3.4.

Table3.4: Revision of the Questionnaire

| | | |
|-------------------------|---|--|
| Part 1-5 | Total monthly household income: NT40,000 or under NT40,001-60,000 NT60,001-80,000 NT80,001-100,000 NT100,001 or above | Total monthly household income: NT35,000 or under NT35,001-70,000 NT70,001-105,000 NT105,001-140,000 NT140,001 or above |
| Part 2-3 (Version 1) | The kindergarten does not have teaching and talent skills. | The kindergarten teachers integrate talent skills into the regular curriculum. |
| Part 3-1 | The kindergarten administration work is systematic. | The kindergarten administration work is systematic (e.g., have annual working plan, personal system, clear accounting and finance system and coordination with government). |
| Part 3-3 | The kindergarten environment, teaching facilities and curriculum are based on children's interests and different aspects of children's development. Also, the kindergarten emphasizes providing balanced nutrition and daily living skills. | 3-3 The kindergarten environment, teaching facilities and curriculum are based on children's interests and different aspects of children's development. 3-4 The interaction between teachers and children are positive, reflects open dialogue and use variety of body language. 3-5 The kindergarten teachers pay attention on children's daily living skills. |

Step 3: Back Translation

After panelists reviewed the questionnaire, the researcher made corrections and translated the questionnaire into Chinese. An assistant professor of English in Taiwan and who is fluent in both English and Chinese translated the instrument into Chinese. A comparison was then made to ensure the accuracy of the instrument. Later, the Chinese version of the questionnaire was produced.

In this step, both the Chinese and English versions of the cover letter and informed consent form were also reviewed by this professor to ensure the accuracy of the translation. The differences between the two translations are shown in Table3.5

Table3.5: Comparison Between Two Translations (Back Translation)

| Translation 1 | Translation 2 | After Correction |
|-------------------------------|--------------------------------|---|
| 幼稚園老師具備教保專業知識且重視幼兒日常生活常規訓練。 | 幼稚園老師具備教育及保育專業知識且重視幼兒日常生活常規訓練。 | 幼稚園老師具備 教育及保育 專業知識且重視幼兒日常生活常規訓練。 |
| 幼稚園提供速食餐點(例如:薯條、漢堡、炸雞和pizza)。 | 幼稚園提供速食餐點(例如:薯條、漢堡、炸雞和披薩)。 | 幼稚園提供速食餐點(例如:薯條、漢堡、炸雞和 披薩)。 |

Step 4: Pilot Study

In addition, after the Institutional Review Board (IRB) gave its approval, the researcher conducted the pilot study which drew 30 participants from the target population and asked parents to complete the questionnaire. The purpose of the pilot study in this study was to use an eyeball check to see whether the questionnaire format

was designed in an appropriate and effective way, especially in the third part of the questionnaire.

Of the 30 participants, 25 parents completed and returned their questionnaire. The return rate was 83%. Most of the parents thought that the questionnaire was clear and easy understood; only one item that related to “the kindergarten and the personnel have a good relationship with the community” require more information. Therefore, the researcher added examples to this statement as follows:

The kindergarten and the personnel have a good relationship with the community (e.g., use various ways to communicate with parents, participants or holds community activities, provides various sources that relate to early childhood education).

In sum, the questionnaire in this study was a revised questionnaire based on Kaohsiung Kindergarten Assessment Criteria. The questionnaire included three parts: (1) personal information, (2) attitudes on kindergarten assessment, and (3) kindergarten selection factors. In addition, in order to make sure the questionnaire was effective and appropriate; the translation processes included four steps: (1) forward translation, (2) expert panel translation, (3) back translation, and (4) pilot study. After completing all processes, the final Chinese version questionnaire was sent to participants in this study.

Data Collection

Data were collected in fall 2006. This study followed Salant and Dillman (1994), who suggested four-phase administration process (cited in Creswell, 2003, p. 158). The researcher first called all target kindergartens to obtain permission to do the survey. After obtaining the permissions, the researcher distributed 30 packets to each center. The packet included: (1) a cover letter that stated the purpose of this study, approximate finish time and return procedures; (2) an informed consent form that informed participants of their rights and privacy—if they agreed to participate, they simply finished the questionnaire and returned it back in the return envelope; (3) a copy of the questionnaire; (4) a return envelope; and (5) a small gift for compensation (see Appendices A–J).

The participants returned the questionnaire in a sealed packet to the center within two weeks. The researcher collected those questionnaires and sent a follow-up postcard to all participants. Two weeks after the follow-up postcard, the researcher contacted the center and asked whether there were any additional questionnaires. Thus, the process took about four weeks from start to finish.

Treatment of Data

The data analyses were conducted using SPSS 13.0, statistical software for Windows. The first step was to code the row data according to the Identify Number (ID) in each form of the questionnaire. Later, the three questionnaires were synthesized into data files using statistical matching. After merging the three questionnaires, each research questions was subjected to different analysis methods. Descriptive statistics, one-way

ANOVA, independent t-test and logistic regression analysis were used in this study. A summary of the data analysis is presented in Table 3.6 that shows: (1) research questions, (2) variables, (3) scale of measurement, and (4) methods of analysis. Descriptive statistics (e.g., mean, standard deviations, percentage and frequencies) were used to describe parents' attitudes toward kindergarten assessment by computing the score for each summated rating scale. Next, a one-way ANOVA was performed to compare the means of two or more groups (parents' gender, age, education level, occupation, monthly household income) on parents' attitudes toward kindergarten assessment to see if the group means differ significantly from each other. If the ANOVA indicated significant difference, a Post-Hoc Test of "Tukey-Honestly Significantly Difference (Tukey-HSD)" then was used to compare the group mean to see which groups were significantly different from each other. Then, an independent t-test was used to compare the parents' attitudes toward kindergarten assessment and kindergarten types (public and private) to see if they differed significantly from each other. Finally, a binomial logistic regression was used to examine simultaneously the influence of two or more independent variables on one dependent variable. In this study, parents' attitudes and parental characteristics (gender, age, income, occupation and education) were treated as independent variables; parents' three most important reasons for selecting a kindergarten were treated as dependent variables.

Table 3.6: Summary of the Data Analysis

| Research Questions | Variables | Scale of Measurement | Methods of Analysis |
|--|--|--|---|
| 1. What factors influence determination of quality kindergarten to Taiwanese parents? To what extent, do parents agree with the standards set by the government? | Levels of parents' attitudes toward Kaohsiung kindergarten assessment | Interval | Description: -frequency -percentage -mean -standard deviation |
| 2. Is there a difference in parents' attitudes toward kindergarten assessment when examined by: (a) Gender (b) Parents' age (c) Education level (d) Primary occupation (e) Monthly household income | <u>Independent variables:</u> -Gender -Parents' age -Highest education -Primary occupation -Monthly household income <u>Dependent variables</u> Levels of parents' attitudes toward Kaohsiung kindergarten assessment. | Nominal Nominal Nominal Nominal Interval Interval | One-way ANOVA |
| 3. Is there a difference in parents' attitudes toward kindergarten assessment between public and private kindergartens? | <u>Independent variables:</u> -Kindergarten types <u>Dependent variables:</u> Levels of parents' attitudes toward Kaohsiung kindergarten assessment | Nominal Interval | Independent t-test |
| 4. How do parents' attitudes toward kindergarten assessment influence their final selection of a kindergarten while also examining parental characteristics and kindergarten types? | <u>Independent variable 1:</u> -Levels of parents' attitudes toward Kaohsiung kindergarten assessment <u>Independent variable 2:</u> Parent's characteristics <u>Independent variable 3:</u> -kindergarten types <u>Dependent variable:</u> -Parent's selection factors | Nominal Nominal Nominal Nominal | Logistic Regression |

Chapter 4

RESULTS

This study examined parents' attitudes toward kindergarten assessment and their selection factors in Kaohsiung area, Taiwan. This chapter presents the research findings summarized in the following sections: (1) profile of the participants, (2) reliability, (3) analysis of parents' attitudes toward kindergarten assessment, (4) analysis of the differences between parents' attitudes toward kindergarten assessment by their personal background(e.g., gender, age, highest education, occupation, monthly household income), (5) analysis the difference in parents' attitudes toward kindergarten assessment of public and private kindergartens,(6) analysis the relationship between parents' attitudes towards kindergarten assessment and their kindergarten selection while also examining parental characteristics and kindergarten types, and (7) analysis the open-ended question. The research questions were answering by descriptive statistics, one-way ANOVA, t-test and logistic regression.

Profile of Participants

There were 480 in this study and were randomly selected from eight public kindergartens and eight private kindergartens in four school districts in Kaohsiung City, Taiwan. Of the 480 participants, 416 completed and returned questionnaires. The return

rate was 86.67%. However, there were eight incomplete questionnaires. The final valid questionnaire rate was 85% in this study.

The parents' background information examined in this study included: (1) gender, (2) age, (3) education level, (4) occupation, (5) monthly household income, and (6) parents' opinion of kindergarten evaluation. Frequencies and percentages were used to develop a profile of the participants. In addition, some levels of participants regarding age, educational level, occupation and monthly income were lower than 5% of the total participants, and were combined through recoding. A profile of the participants is shown in Table 4.1.

In this study, 14.7% of the respondents were male and 85.3% were female. With regard to age, over half of the parents (63.2%) were ages 30-39; 21.8% were 40 or above; and 14.2% were ages 20-29. With regard to highest level of education, most parents fell into three groups: high school/vocational high school or lower (35.5%); junior college (32.1%); and four years of university or higher (31.6%).

In looking at primary occupation, 31.9% of parents were housewives, followed by government officers (23.8%); service industry (17.4%); business/industry (12.3%); and others (13.5%). With regard to monthly household income, most respondents fell into the range of NT 35,001 to 70,000 (47.1%); followed by NT 70,001-105,000 (19.9%); NT 35,000 or under (19.1%); and NT 105,001 or above (11.3%). In addition, 87.5% of parents agreed that the government agency should be involved in kindergarten evaluation and only about 12% of parents disagreed.

In sum, this section presented the parents' background information in terms of gender, age, education level, primary occupation, monthly household income, and

parents' opinion of kindergarten evaluation. In the following sections, the results of the data analysis for each research question are summarized.

Table4.1: Profile of Participants

| Variable | Frequency | Percentage |
|---|-----------|------------|
| Gender | | |
| Male | 60 | 14.7 |
| Female | 348 | 85.3 |
| Age | | |
| 29 or under | 58 | 14.2 |
| 30-39 | 258 | 63.2 |
| 40 or above | 89 | 21.8 |
| Missing | 3 | 0.7 |
| Education Level | | |
| High school /vocational high school or under | 145 | 35.5 |
| Junior college | 131 | 32.1 |
| University | 129 | 31.6 |
| Graduate school or higher | 16 | 3.9 |
| Missing | 3 | 0.7 |
| Primarily Occupation | | |
| Government Officers | 97 | 23.8 |
| Business+Industry | 50 | 12.3 |
| Service industry | 71 | 17.4 |
| Housewife | 130 | 31.9 |
| Others | 55 | 13.5 |
| Missing | 5 | 1.2 |
| Monthly Household Income | | |
| NT35,000 or under | 78 | 19.1 |
| NT35,001-70,000 | 192 | 47.1 |
| NT70,001-105,000 | 81 | 19.9 |
| NT105,001 or above | 46 | 11.3 |
| Missing | 11 | 2.7 |
| Opinion of Kindergarten Evaluation By Government | | |
| Yes | 357 | 87.5 |
| No | 49 | 12 |
| Missing | 2 | 0.5 |

Reliability

“Reliability is the degree to which a test consistently measures what ever it is measuring” (Gay, Mills & Airasian, 2006, p. 139). To determine the reliability (internal consistency) of the questionnaire, Cronbach alpha was used in this study. The reliability values for the four subscales of early childhood administration management, teaching facilities and public safety, curriculum and child care, and relationship with community were 0.75, 0.68, 0.54, and 0.47 in questionnaire version one; 0.77, 0.66, and 0.50 in version two (the relationship with community only has one item, and thus the reliability coefficient was not calculated); 0.76, 0.70, and 0.60 in version three (the relationship with community only has one item, and thus the reliability coefficient was not calculated). Two other variables that might influence parents’ attitudes—practical and reputation/information—were 0.22 and 0.50 in questionnaire one; 0.41 and 0.60 in questionnaire two; and 0.46 and 0.49 in questionnaire three. The overall reliability coefficients on the three questionnaires were 0.80, 0.84 and 0.84, respectively (see Table4.2). Guildford (1965) stated that if the Cronbach alpha is higher than 0.7, it indicates that this test is highly reliable, while 0.35-0.7 indicates that it is acceptable (as cited in Huang, 2006, p. 34). In this study, only one subscale— “practical factors”—was lower than 0.35, but the overall instrument ranged from acceptable to high reliability.

Table4.2: Reliability Coefficient of Three Versions Questionnaire Subscale Values Toward Kindergarten Assessment

| Subscale | Version One | | Version Two | | Version Three | |
|---|-----------------|-------|-----------------|-------|-----------------|-------|
| | Number of Items | Alpha | Number of Items | Alpha | Number of Items | Alpha |
| Early Childhood Administration Management | 8 | 0.75 | 8 | 0.77 | 7 | 0.76 |
| Teaching Facilities and Public Safety | 5 | 0.68 | 5 | 0.66 | 5 | 0.70 |
| Curriculum and Child Care | 5 | 0.54 | 5 | 0.50 | 5 | 0.60 |
| Relationship with Community | 2 | 0.47 | 1 | | 1 | |
| Practical | 4 | 0.22 | 4 | 0.41 | 4 | 0.42 |
| Reputation/Information | 3 | 0.50 | 3 | 0.60 | 3 | 0.49 |
| Overall | 27 | 0.80 | 26 | 0.84 | 25 | 0.84 |

Parents' Attitudes Toward Kindergarten Assessment

This part includes: (1) answers to the first research question, “How does quality of kindergarten matter to Taiwanese parents? To what extent, do parents agree with the standards set by the Taiwan government?”; and (2) additional findings on parents’ attitudes toward the practical and reputation/information factors.

Research Question One

The first research question was “What factors influence determination of quality kindergarten to Taiwanese parents? To what extent, do parents agree with the standards set by the Taiwan government?” The questionnaire used in this study included 57 items across four standards—early childhood administration management, teaching facilities and public safety, curriculum and child care, and relationship with community. In order to examine parents’ attitudes about kindergarten assessment, a four-point Likert-type response scale ranging from “1= low importance, 2= little importance, 3= moderate importance, 4= high importance” was applied to each item.

For data analysis, mean and standard deviation were used to summarize the attitudes toward kindergarten assessment (see Table4.3). The greater the subscale mean score, the more positive the parental attitude. The mean was 3.18 (SD =.48) for early childhood administration management, 3.81 (SD=.28) for teaching facilities and public safety, 3.54 (SD=.40) for curriculum and child care, and 3.08 (SD=.75) for relationship with community.

Table4.3: Mean and Standard Deviation of Parents' Attitudes Toward Government Kindergarten Assessment Standards($n = 408$)

| Subscale | Mean | Standard Deviation |
|---|------|--------------------|
| Early Childhood Administration Management | 3.18 | .48 |
| Teaching Facilities and Public Safety | 3.81 | .28 |
| Curriculum and Child Care | 3.54 | .40 |
| Relationship with Community | 3.08 | .75 |

Note. Likert- type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

In addition, the mean subscale values for parents' attitudes toward the four standards of kindergarten assessment were grouped into three importance groups by the investigator. The three importance levels were operationally defined as: (a) 1.00-2.00 = low importance; (b) 2.01-3.00 = moderate importance; and (c) 3.01-4.00 = high importance. Table4.4 summarized the frequency and percentage for parents' perceived importance of attitudes toward government kindergarten assessment.

For the subscale of early childhood administration management, 1.5 % ($n = 6$) of parents indicated low importance; 38.2 % ($n = 156$) expressed moderate importance; and 60.3 % ($n = 246$) expressed a high level of importance. For the subscale of teaching facilities and public safety, most of the parents indicated high importance (96.8%, $n = 395$); 3.2% ($n = 13$) expressed moderate importance; and 0 % ($n = 0$) indicated low importance. For the variable of curriculum and child care, only 0.2 % ($n = 1$) of parents reported little importance; followed by moderate importance (15%, $n = 61$); and high

importance (84.8%, $n = 346$). For the variable of relationship with community, 17.2% ($n = 70$) reported low importance; 45.8 % ($n = 187$) reported moderate importance; and 37 % ($n = 151$) reported high importance.

Table4.4: Frequency and Percentage on Parents' Attitudes Toward Government Kindergarten Assessment Standards ($n = 408$)

| Subscale | Level | Frequency | Percentage |
|---|---------------------|-----------|------------|
| Early Childhood Administration Management | Low Importance | 6 | 1.5 |
| | Moderate Importance | 156 | 38.2 |
| | High Importance | 246 | 60.3 |
| Teaching Facilities and Public Safety | Low Importance | 0 | 0 |
| | Moderate Importance | 13 | 3.2 |
| | High Importance | 395 | 96.8 |
| Curriculum and Child Care | Low Importance | 1 | .2 |
| | Moderate Importance | 61 | 15.0 |
| | High Importance | 346 | 84.8 |
| Relationship with Community | Low Importance | 70 | 17.2 |
| | Moderate Importance | 187 | 45.8 |
| | High Importance | 151 | 37.0 |

In this study, parents placed higher value on teaching facilities and public safety (96.8%) and curriculum and child care (84.8%), and only 60.3% on early childhood administration and management and 37% on relationship with community. The results revealed that parents do care about kindergarten assessment, but differently depending on the level of the attitudes.

Additional Findings

The questionnaire in this study also obtained four questions about parents' attitudes toward practical factors (e.g., lower tuition, extend pick-up/drop off time, be close to house or work place and provide school bus), and three questions concerning reputation/information factors (e.g., information from friends, relatives, commercial and government). In order to examine parents' attitudes on these two variables, a four point Likert- type response scale ranging from "1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance" was applied to each question.

For data analysis purposes, mean and standard deviation were used to summarize attitudes toward practical and reputation/information factors (see Table 4.5). The greater the subscales mean score, the higher the importance from parents' perspective. The mean was 2.67 (SD = .94) for practical subscale, and 2.46 (SD =.90) for the reputation/information subscale.

Table4.5: Mean and Standard Deviation of Parents' Attitudes Toward " Practical and Reputation/Information factors" (n = 408)

| Subscale and Items | Mean | Standard Deviation |
|---|------|--------------------|
| Practical Factors | | |
| Close to House/Workplace | 3.04 | .88 |
| Lower Tuition | 2.69 | .96 |
| Extended Pick Up/Drop Off Time | 2.10 | .97 |
| Provide School Bus | 2.84 | .94 |
| Total | 2.67 | .94 |
| Reputation/Information | | |
| Recommended by Magazine/Newspaper | 1.86 | .90 |
| Recommended by Relatives/Friends | 2.59 | .88 |
| The Kindergarten Has been Accredited by MOE | 2.93 | .92 |
| Total | 2.46 | .90 |

Note. Likert- type response scale ranging from "1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance".

In addition, the mean for parents' attitudes toward these two factors was also grouped into three groups by the investigator. The three levels of the attitude mean scores were operationally defined as: (a) 1.00-2.00 = low importance; (b) 2.01-3.00 = moderate importance; and (c) 3.01-4.00 = high importance. Table4.6 summarized the frequency and percentage for parents' attitudes toward practical and reputation/information subscales.

The results showed that 18.1% of parents reported low importance; 61% reported moderate importance; and 20.8% reported high importance on practical factors. On the reputation/information factor, 43.6% indicated low importance; 46.8 % indicated moderate importance; and only 9.6% scored high importance.

Table 4.6: Frequency and Percentage on Parents' Attitudes Toward Practical and Reputation/Information Factors ($n = 408$)

| Subscale | Level | Frequency | Percentage |
|------------------------|---------------------|-----------|------------|
| Practical | Low Importance | 74 | 18.1 |
| | Moderate Importance | 249 | 61.0 |
| | High Importance | 85 | 20.8 |
| Reputation/Information | Low Importance | 178 | 43.6 |
| | Moderate Importance | 191 | 46.8 |
| | High Importance | 39 | 9.6 |

In sum, this section contained a description of findings for the first research questions—parents' attitude toward kindergarten assessment and additional findings—as revealed by using descriptive statistics (mean, standard deviation, frequency, and percentage). For all four standards in the government kindergarten assessment, the means score was greater than 3.00, which indicated that quality kindergarten does matter to Taiwanese parents, differing only on levels of attitudes. In addition to the parents' attitude toward government kindergarten assessment, parents expressed less enthusiasm for practical and reputation/information factors.

Differences Between Parents' Attitudes When Examined by Parents' Background

This part includes: (1) finding about the second research question, "Is there a difference in parents' attitude toward kindergarten assessment when examined by: (a) gender, (b) parents' age, (c) education level, (d) primary occupation, and (e) monthly

household income?"; and (2) additional finding about parents' attitudes on the practical and reputation/information factors when also examined by parents' personal background.

Research Question Two

The second question was, "Is there a difference in parents' attitudes toward kindergarten assessment when examined by":

- (a) Gender
- (b) Parents' age
- (c) Education level
- (d) Primary occupation
- (e) Monthly household income

A one-way analysis of variance (one-way ANOVA) was used to compare the means of two or more groups (independent) on one dependent variable. The four subscales—early childhood administration management, teaching facilities and public safety, curriculum and child care and relationship with community—were treated as separate dependent variables; and parents' personal background—parents' gender, age, education level, primary occupation and monthly household income were treated as independent variables. If a statistically significant difference was found between the group means, "Tukey-Honestly Significantly Different (Tukey-HSD) post hoc test" was performed in this study to identify which groups differ from each other significantly at the .05 alpha level.

Gender

The one-way ANOVA revealed that there was no significant difference in parents' attitudes toward kindergarten assessment when examined by gender (see Table4.7).

Table4.7: One-way ANOVA Summary Results for Differences in Parents' Attitudes Toward Kindergarten Assessment When Examined by Gender ($n = 408$)

| Subscale | | Sum of Squares | df | Mean Square | F | Sig |
|---|----------------|----------------|-----|-------------|-------|------|
| Early Childhood Administration Management | Between Groups | .059 | 1 | .059 | .255 | .614 |
| | Within Groups | 93.667 | 406 | .231 | | |
| | Total | 93.726 | 407 | | | |
| Teaching Facilities and Public Safety | Between Groups | .003 | 1 | .003 | .035 | .853 |
| | Within Groups | 32.560 | 406 | .080 | | |
| | Total | 32.563 | 407 | | | |
| Curriculum and Child Care | Between Groups | .212 | 1 | .212 | 1.305 | .254 |
| | Within Groups | 65.991 | 406 | .163 | | |
| | Total | 66.204 | 407 | | | |
| Relationship with Community | Between Groups | .250 | 1 | .250 | .439 | .508 |
| | Within Groups | 230.583 | 406 | .568 | | |
| | Total | 230.833 | 407 | | | |

Parents' Age

The one-way ANOVA revealed that there was a significant difference in early childhood administration management ($F(2,402) = 6.46, p < .05$), teaching facilities and public safety ($F(2,402) = 3.05, p < .05$) and curriculum and child care ($F(2,402) = 7.73, p < .05$) when examined by parents' age (see Table4.8). The Tukey-HSD test results

revealed that parent' aged 29 and under differed significantly from other groups on early childhood administration management and public safety and curriculum and child care (see Table4.9).

Table4.8: One-way ANOVA Summary Results for Differences in Parents' Attitudes Toward Kindergarten Assessment When Examined by Parents' Age ($n = 408$)

| Subscale | | Sum of Squares | df | Mean Square | F | Sig |
|---|----------------|----------------|-----|-------------|-------|------|
| Early Childhood Administration Management | Between Groups | 2.917 | 2 | 1.458 | 6.464 | .002 |
| | Within Groups | 90.709 | 402 | .226 | | |
| | Total | 93.626 | 404 | | | |
| Teaching Facilities and Public Safety | Between Groups | .474 | 2 | .237 | 3.052 | .048 |
| | Within Groups | 31.218 | 402 | .078 | | |
| | Total | 31.692 | 404 | | | |
| Curriculum and Child Care | Between Groups | 2.442 | 2 | 1.221 | 7.735 | .001 |
| | Within Groups | 63.464 | 402 | .158 | | |
| | Total | 65.906 | 404 | | | |
| Relationship with Community | Between Groups | 1.622 | 2 | .811 | 1.436 | .239 |
| | Within Groups | 227.023 | 402 | .565 | | |
| | Total | 228.646 | 404 | | | |

Table4.9: One-way ANOVA with Tukey-HSD Tests Examining the Difference Among Parents' Age Group on Kindergarten Assessment

| Subscale | <i>n</i> | Age Group | Mean | Standard Deviation |
|---|----------|-------------|-------------------|--------------------|
| Early Childhood Administration Management | 58 | 29 or under | 2.97 _a | .509 |
| | 258 | 30-39 | 3.21 _b | .466 |
| | 89 | 40 or above | 3.23 _b | .480 |
| Teaching Facilities and Public Safety | 58 | 29 or under | 3.74 | .364 |
| | 25 | 30-39 | 3.84 | .258 |
| | 89 | 40 or above | 3.80 | .273 |
| Curriculum and Child Care | 58 | 29 or under | 3.35 _a | .431 |
| | 258 | 30-39 | 3.56 _b | .397 |
| | 89 | 40 or above | 3.60 _b | .374 |

Note 1. Means with different subscripts differ significantly at the .05 level from each other using the Tukey-HSD post-hoc test.

Note 2. Likert- type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

Education Level

The one-way ANOVA revealed that there was no significant difference in parents' attitudes toward kindergarten assessment when examined by parents' education level (see Table4.10).

Table4.10: One-way ANOVA Summary Results for Differences in Parents' Attitudes Toward Kindergarten Assessment When Examined by Education Level ($n = 408$)

| Subscale | | Sum of Squares | df | Mean Square | F | Sig |
|---|----------------|----------------|-----|-------------|-------|------|
| Early Childhood Administration Management | Between Groups | .077 | 2 | .038 | .166 | .847 |
| | Within Groups | 93.068 | 402 | .232 | | |
| | Total | 93.145 | 404 | | | |
| Teaching Facilities and Public Safety | Between Groups | .044 | 2 | .022 | .272 | .762 |
| | Within Groups | 32.439 | 402 | .081 | | |
| | Total | 32.483 | 404 | | | |
| Curriculum and Child Care | Between Groups | .541 | 2 | .270 | 1.670 | .190 |
| | Within Groups | 65.091 | 402 | .162 | | |
| | Total | 65.632 | 404 | | | |
| Relationship with Community | Between Groups | .031 | 2 | .016 | .028 | .973 |
| | Within Groups | 224.780 | 402 | .559 | | |
| | Total | 224.811 | 404 | | | |

Primary Occupation

The one-way ANOVA revealed that there was no significant difference in parents' attitudes toward kindergarten assessment when examined by primary occupation (see Table4.11).

Table4.11: One-way ANOVA Summary Results for Differences in Parents' Attitudes Toward Kindergarten Assessment When Examined by Primary Occupation ($n = 408$)

| Subscale | | Sum of Squares | df | Mean Square | F | Sig |
|---|----------------|----------------|-----|-------------|------|------|
| Early Childhood Administration Management | Between Groups | .851 | 4 | .206 | .893 | .468 |
| | Within Groups | 91.837 | 398 | .231 | | |
| | Total | 92.661 | 402 | | | |
| Teaching Facilities and Public Safety | Between Groups | .300 | 4 | .075 | .927 | .448 |
| | Within Groups | 32.158 | 398 | .081 | | |
| | Total | 32.458 | 402 | | | |
| Curriculum and Child Care | Between Groups | .068 | 4 | .017 | .104 | .981 |
| | Within Groups | 65.541 | 398 | .165 | | |
| | Total | 65.609 | 402 | | | |
| Relationship with Community | Between Groups | .587 | 4 | .147 | .255 | .907 |
| | Within Groups | 229.211 | 398 | .576 | | |
| | Total | 229.798 | 402 | | | |

Total Monthly Income

The one-way ANOVA revealed that there was a significant difference in early childhood administration management ($F(3,393) = 2.80, p < .05$), and curriculum and child care ($F(3,393) = 2.90, p < .05$) when examined by total monthly income (see Table4.12). The Tukey-HSD post hoc test results revealed that among parents with monthly income NT 35,000 or under, significantly less so than those with NT105,001 or above, no other specific post-hoc contrasts were significant on “curriculum and child care” (see Table4.13).

Table4.12: One-way ANOVA Summary Results for Differences in Parents' Attitudes Toward Kindergarten Assessment When Examined by Total Monthly Income ($n = 408$)

| Subscale | | Sum of Squares | df | Mean Square | F | Sig |
|---|----------------|----------------|-----|-------------|-------|------|
| Early Childhood Administration Management | Between Groups | 1.930 | 3 | .643 | 2.800 | .040 |
| | Within Groups | 90.328 | 393 | .230 | | |
| | Total | 92.259 | 396 | | | |
| Teaching Facilities and Public Safety | Between Groups | .379 | 3 | .126 | 1.632 | .181 |
| | Within Groups | 30.403 | 393 | .077 | | |
| | Total | 30.782 | 396 | | | |
| Curriculum and Child Care | Between Groups | 1.392 | 3 | .464 | 2.902 | .035 |
| | Within Groups | 62.819 | 393 | .160 | | |
| | Total | 64.211 | 396 | | | |
| Relationship with Community | Between Groups | .311 | 3 | .104 | .180 | .910 |
| | Within Groups | 226.551 | 393 | .576 | | |
| | Total | 226.863 | 396 | | | |

Table4.13: One-way ANOVA with Tukey-HSD Tests Examining the Difference Among Total Monthly Income Group on Kindergarten Assessment

| Subscale | n | Age Group | Mean | Standard Deviation |
|---|-----|-------------------|---------------------|--------------------|
| Early Childhood Administration Management | 78 | NT35,000 or under | 3.76 | .497 |
| | 192 | NT35,001-70,000 | 3.82 | .467 |
| | 81 | NT70,001-105,000 | 3.85 | .481 |
| | 46 | 105,001 or above | 3.86 | .494 |
| Curriculum and Child Care | 78 | NT35,000 or under | 3.43 _a | .424 |
| | 192 | NT35,001-70,000 | 3.55 _{a,b} | .379 |
| | 81 | NT70,001-105,000 | 3.58 _{a,b} | .431 |
| | 46 | 105,001 or above | 3.62 _b | .384 |

Note 1. Means with different subscripts differ significantly at the .05 level from each other using the Tukey-HSD post-hoc test.

Note 2. Likert-type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

Additional Findings

In addition to parents' attitudes toward a government kindergarten assessment, practical and reputation/information factors were also examined by the parents' background information—(a) gender, (b) parents' age, (c) education level, (d) primary occupation, and (e) monthly household income. Since the practical subscale reliability was low, the practical factors were analyzed item by item.

Gender

The one-way ANOVA revealed that there was a significant difference in parents' attitudes toward one of the practical factors—provide a school bus ($F(1, 406) = 5.96$, $p < .05$) (see Table 4.14). The mean score for male ($M = 3.12$; $SD = 2.80$) was higher than female ($M = 2.80$; $SD = .949$) (see Table 4.15). No significant difference in parents' attitudes toward information/reputation factors when examined by gender.

Table 4.14: One-Way ANOVA Summary Results for Differences in Parents' Attitudes on Practical and Reputation/Information Factors When Examined by Gender ($n=408$)

| Subscale | | Sum of Square | df | Mean Square | F | Sig |
|------------------------------|----------------|---------------|-----|-------------|-------|------|
| Practical Factors | | | | | | |
| Close to House/Work Place | Between Groups | .239 | 1 | .239 | .307 | .580 |
| | Within Groups | 316.052 | 406 | .778 | | |
| | Total | 316.292 | 407 | | | |
| Lower Tuition | Between Groups | .554 | 1 | .554 | .603 | .438 |
| | Within Groups | 372.914 | 406 | .919 | | |
| | Total | 373.468 | 407 | | | |
| Extend Pick Up/Drop Off Time | Between Groups | .273 | 1 | .273 | .289 | .591 |
| | Within Groups | 382.999 | 406 | .943 | | |
| | Total | 383.272 | 407 | | | |
| Provide School Bus | Between Groups | 5.263 | 1 | 5.263 | 5.957 | .015 |
| | Within Groups | 358.698 | 406 | .883 | | |
| | Total | 363.961 | 407 | | | |
| Reputation /Information | Between Groups | 1.042 | 1 | 1.042 | 2.407 | .122 |
| | Within Groups | 175.800 | 406 | .433 | | |
| | Total | 176.843 | 407 | | | |

Table4.15: Mean and Standard Deviation of Parents' Attitudes Toward the Providing a School Bus Factor, By Gender

| Gender | <i>n</i> | Mean | Standard Deviation |
|--------|----------|------|--------------------|
| Male | 60 | 3.12 | .885 |
| Female | 348 | 2.80 | .949 |
| Total | 408 | 2.84 | .946 |

Note. Likert- type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

Parents' Age

The one-way ANOVA revealed that there was no significant difference in parents' attitudes toward practical and information/reputation factors when examined by parents' age (see Table4.16).

Table4.16: One-way ANOVA Summary Results for Differences in Parents' Attitudes on Practical and Reputation/Information Factors When Examined by Parents' Age ($n = 408$)

| Subscale | | Sum of Square | df | Mean Square | F | Sig |
|------------------------------|----------------|---------------|-----|-------------|-------|------|
| Practical Factors | | | | | | |
| Close to House/Work Place | Between Groups | .253 | 2 | .127 | .164 | .849 |
| | Within Groups | 310.947 | 402 | .773 | | |
| | Total | 311.200 | 404 | | | |
| Lower Tuition | Between Groups | 3.740 | 2 | 1.870 | 2.044 | .131 |
| | Within Groups | 367.806 | 402 | .915 | | |
| | Total | 371.546 | 404 | | | |
| Extend Pick Up/Drop Off Time | Between Groups | 1.186 | 2 | .593 | .629 | .534 |
| | Within Groups | 378.864 | 402 | .942 | | |
| | Total | 380.049 | 404 | | | |
| Provide School Bus | Between Groups | 1.577 | 2 | .789 | .883 | .414 |
| | Within Groups | 358.991 | 402 | .893 | | |
| | Total | 360.568 | 404 | | | |
| Reputation/Information | Between Groups | .085 | 2 | .042 | .098 | .907 |
| | Within Groups | 174.532 | 402 | .434 | | |
| | Total | 174.616 | 404 | | | |

Education Level

The one-way ANOVA revealed that there was a significant difference in parents' attitudes toward one of the practical factors—close to house/work place ($F(2, 402) = 9.45$, $p < .05$). There was no significant difference in parents' attitudes toward the information/reputation factor when examined by education level (see Table4.17). The

Tukey-HSD post hoc test results revealed that parents with a high school education or less differed significantly from other groups (see Table4.18).

Table4.17: One-way ANOVA Summary Results for Differences in Parents' Attitudes on Practical and Reputation/Information Factors When Examined by Education Level($n = 408$)

| Subscale | | Sum of Square | df | Mean Square | F | Sig |
|------------------------------|----------------|---------------|-----|-------------|-------|------|
| Practical Factors | | | | | | |
| Close to House/Work Place | Between Groups | 14.125 | 2 | 7.062 | 9.454 | .000 |
| | Within Groups | 300.320 | 402 | .747 | | |
| | Total | 314.444 | 404 | | | |
| Lower Tuition | Between Groups | 4.345 | 2 | 2.173 | 2.383 | .094 |
| | Within Groups | 366.455 | 402 | .912 | | |
| | Total | 370.800 | 404 | | | |
| Extend Pick Up/Drop Off Time | Between Groups | .047 | 2 | .024 | .025 | .975 |
| | Within Groups | 377.197 | 402 | .938 | | |
| | Total | 377.244 | 404 | | | |
| Provide School Bus | Between Groups | .275 | 2 | .138 | .153 | .858 |
| | Within Groups | 361.611 | 402 | .900 | | |
| | Total | 361.886 | 404 | | | |
| Reputation/Information | Between Groups | .535 | 2 | .267 | .626 | .535 |
| | Within Groups | 171.834 | 402 | .427 | | |
| | Total | 172.369 | 404 | | | |

Table4.18: One- Way ANOVA with Tukey-HSD Post Hoc Tests fro the Difference Among Educational Groups on Close to House/Work Place Factor

| Factor | <i>n</i> | Educational Group | Mean | Standard Deviation |
|---------------------------|----------|----------------------|-------------------|--------------------|
| Close to House/Work Place | 145 | High school or under | 2.79 _a | .942 |
| | 131 | Junior college | 3.12 _b | .823 |
| | 129 | University or higher | 3.22 _b | .812 |

Note1. Means with different subscripts differ significantly at the .05 level from each other using the Tukey-HSD post-hoc test.

Note 2. Likert- type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

Primary Occupation

The one-way ANOVA revealed that there was a significant difference in parents’ attitudes toward practical factors that related to having the kindergarten close to house/work place ($F(4,398) = 3.32, p < .05$), extending the pick up/drop off time ($F(4,398) = 3.78, p < .05$), and providing a school bus ($F(4,398) = 3.10, p < .05$) (see Table4.19). There was no significant difference in parents’ attitudes toward the reputation/information factor. The Tukey-HSD post hoc test results revealed that there was a significant difference between being a housewife and government officers on close to house/workplace; a significant difference between being a housewife and other groups on extend pick up/drop off time; and a significant difference between being a housewife and business/industry on providing a school bus (see Table4.20).

Table 4.19: One-way ANOVA Summary Results for Differences in Parents' Attitudes on Practical and Reputation/Information Factors When Examined by Occupation ($n = 408$)

| Subscale | | Sum of Square | df | Mean Square | F | Sig |
|------------------------------|----------------|---------------|-----|-------------|-------|------|
| Practical Factors | | | | | | |
| Close to House/Work Place | Between Groups | 10.110 | 4 | 2.527 | 3.315 | .011 |
| | Within Groups | 303.404 | 398 | .762 | | |
| | Total | 313.514 | 402 | | | |
| Lower Tuition | Between Groups | 2.532 | 4 | .633 | .687 | .601 |
| | Within Groups | 366.813 | 398 | .922 | | |
| | Total | 369.345 | 402 | | | |
| Extend Pick Up/Drop Off Time | Between Groups | 13.798 | 4 | 3.449 | 3.778 | .005 |
| | Within Groups | 363.428 | 398 | .913 | | |
| | Total | 377.226 | 402 | | | |
| Provide School Bus | Between Groups | 10.872 | 4 | 2.718 | 3.101 | .016 |
| | Within Groups | 348.894 | 398 | .877 | | |
| | Total | 359.767 | 402 | | | |
| Reputation/Information | Between Groups | .316 | 4 | .079 | .181 | .948 |
| | Within Groups | 174.034 | 398 | .437 | | |
| | Total | 174.350 | 402 | | | |

Table4.20: One-way ANOVA with Tukey-HSD Tests for the Difference Among Occupation Group on Practical Factors

| Factor | <i>n</i> | Age Group | Mean | Standard Deviation |
|------------------------------|----------|---------------------|-------------------|--------------------|
| Close to House/Work Place | 97 | Government officers | 3.31 _a | .741 |
| | 50 | Business + Industry | 2.96 | .856 |
| | 71 | Service industry | 3.01 | .918 |
| | 130 | Housewife | 2.92 _b | .920 |
| | 55 | Others | 2.91 | .928 |
| Extend Pick Up/Drop Off Time | 97 | Government officers | 2.20 _a | .975 |
| | 50 | Business + Industry | 2.20 | .926 |
| | 71 | Service industry | 2.25 _a | .967 |
| | 130 | Housewife | 1.83 _b | .890 |
| | 55 | Others | 2.25 _a | 1.075 |
| Provide School Bus | 97 | Government officers | 2.87 | .986 |
| | 50 | Business + Industry | 3.22 _a | .910 |
| | 71 | Service industry | 2.89 | .903 |
| | 130 | Housewife | 2.68 _b | .942 |
| | 55 | Others | 2.84 | .898 |

Note 1. Means with different subscripts differ significantly at the .05 level from each other using the Tukey-HSD post-hoc test.

Note 2. Likert- type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

Total Monthly Income

The one-way ANOVA revealed that there was a significant difference in parents’ attitudes toward one of the practical factors—tuition is lower ($F(3,393) = 2.98, p < .05$).

There was no significant difference in parents’ attitudes toward information/reputation factors when examined by educational level (see Table4.21). The Tukey-HSD post hoc

test results revealed that there was a significant difference between incomes of NT 35,000 or lower and incomes of 105,001 and higher (see Table4.22).

Table4.21: One-Way ANOVA Summary Results for Differences in Parents' Attitudes on Practical and Reputation/Information Factors When Examined by Total Monthly Income ($n = 408$)

| Subscale | | Sum of Square | df | Mean Square | F | Sig |
|------------------------------|----------------|---------------|-----|-------------|-------|------|
| Practical Factors | | | | | | |
| Close to House/Work Place | Between Groups | 1.483 | 3 | .494 | .638 | .591 |
| | Within Groups | 304.608 | 393 | .755 | | |
| | Total | 306.091 | 396 | | | |
| Lower Tuition | Between Groups | 8.034 | 3 | 2.678 | 2.982 | .031 |
| | Within Groups | 352.893 | 393 | .898 | | |
| | Total | 360.927 | 396 | | | |
| Extend Pick Up/Drop Off Time | Between Groups | 2.769 | 3 | .923 | .985 | .400 |
| | Within Groups | 368.355 | 393 | .937 | | |
| | Total | 371.123 | 396 | | | |
| Provide School Bus | Between Groups | 1.030 | 3 | .343 | .378 | .769 |
| | Within Groups | 356.598 | 393 | .907 | | |
| | Total | 357.627 | 396 | | | |
| Information /Reputation | Between Groups | 1.245 | 3 | .415 | .955 | .414 |
| | Within Groups | 170.747 | 393 | .434 | | |
| | Total | 171.992 | 396 | | | |

Table 4.22: One-way ANOVA with Tukey-HSD Tests for the Difference Among Income Group on Lower Tuition Factor

| Factor | <i>n</i> | Income Group | Mean | Standard Deviation |
|---------------|----------|--------------------|-------------------|--------------------|
| Lower Tuition | 78 | NT35,000 or under | 2.94 _a | .972 |
| | 191 | NT35,001-70,000 | 2.71 | .884 |
| | 81 | NT70,001-105,000 | 2.59 | .748 |
| | 46 | NT105,001 or above | 2.46 _b | .918 |

Note 1. Means with different subscripts differ significantly at the .05 level from each other using the Tukey-HSD post-hoc test.

Note 2. Likert- type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

In sum, the results indicated a difference between parents’ attitude on kindergarten assessment and their background information. First, there was a difference between parents’ age and their attitudes on early childhood administration management and curriculum and child care; those ages 29 or lower differed significantly in this regard from those in other groups. Second, there was a difference between parents’ household monthly income and their attitudes on curriculum and child care. Those with income of NT 35,000 or under were significantly different from those with income of NT 105,001 or above. Finally, there was a difference on parents’ attitudes toward practical factors when examined by parents’ background information.

Analysis of the Difference in Parents’ Attitudes Toward Kindergarten Assessment of Public and Private Kindergartens

This part includes: (1) findings about the third research question, “Is there a difference in parents’ attitudes toward kindergarten assessment between public and

private kindergartens?"; and (2) additional findings about parents' attitudes toward "practical and reputation/information" factors between public and private kindergartens.

Research Question Three

The third question was, "Is there a difference in parents' attitudes toward kindergarten assessment between public and private kindergartens?" An independent t-test, a statistical method for comparing two means on one dependent variable, was used in this study. The descriptive data and results of the analysis on early childhood administration management, teaching facilities and public safety, curriculum and child care and relationship with community variables are summarized in Table 4.23. As shown in the table, parents with children in public kindergartens and parents with children in private kindergartens generally were very similar. The mean scores for the two groups on the kindergarten administration management subscale were 3.18 (SD=.500) and 3.17 (SD=.460), respectively. The mean scores for the two groups on teaching facilities and public safety subscale were 3.82 (SD=.280) and 3.81 (SD=.286), respectively. The mean scores for the two groups on the curriculum and child care subscale were 3.56 (SD=.424) and 3.53 (SD=.382), respectively. The mean scores for the two groups on the relationship with community subscale were 3.09 (SD=.780) and 3.08 (SD=.727). Therefore, it was concluded that there was no difference in parents' attitudes toward kindergarten assessment between public and private kindergartens.

Table4.23: Independent t-test on Parents' Attitudes Toward Kindergarten Assessment by Types of Kindergarten

| Subscale | Kindergarten Types | <i>n</i> | Mean | Standard Deviation | <i>t</i> | Sig |
|---|--------------------|----------|------|--------------------|----------|------|
| Early childhood administration management | Public | 204 | 3.18 | .500 | .234 | .815 |
| | Private | 204 | 3.17 | .460 | | |
| Teaching facilities and public safety | Public | 204 | 3.82 | .280 | .210 | .834 |
| | Private | 204 | 3.81 | .286 | | |
| Curriculum and child care | Public | 204 | 3.56 | .424 | .491 | .624 |
| | Private | 204 | 3.53 | .382 | | |
| Relationship with community | Public | 204 | 3.09 | .780 | .098 | .922 |
| | Private | 204 | 3.08 | .727 | | |

Note. Likert- type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

Additional Findings

In addition to parents' attitudes toward government kindergarten assessment, the practical and reputation/information factors were also examined by the kindergarten types (public and private). Since the practical subscale reliability was low, the practical factors were analysis item by item.

The descriptive data and results of the analysis on practical and reputation/information factors are summarized in Table4.24. The t-test results indicated that parents of children in public programs have a significantly higher mean score ($M=2.86$, $SD=.916$) than those parents with children in private ones ($M=2.51$, $SD=.970$) due

to the tuition is lower factor; and higher mean score on close to house/work place factor (M= 3.14, SD= .849) than private ones (M= 2.95, SD= .905). In addition, the t-test revealed that private kindergarten parents have a significantly higher mean score on extend pick up/drop off time (M = 2.35, SD=.973) than did public parents (M= 1.84, SD=.902). The t-test also indicated that parents who had a child in a private kindergarten had a significantly higher mean score (M= 2.36, SD=.652) for the reputation/information factor than did public parents (M=2.22, SD=.661).

Table 4.24: Independent t-test on Parents' Attitudes Toward Practical, Reputation/Information Issues by Types of Kindergarten

| Subscale | Kindergarten Types | <i>n</i> | Mean | Standard Deviation | <i>t</i> | Sig |
|--|--------------------|----------|------|--------------------|----------|------|
| Practical Factors Close to House/Work Place | Public | 204 | 3.14 | .849 | 2.20 | .028 |
| | Private | 204 | 2.95 | .905 | | |
| Lower Tuition | Public | 204 | 2.86 | .916 | 3.72 | .000 |
| | Private | 204 | 2.51 | .970 | | |
| Extend Pick Up/Drop Off Time | Public | 204 | 1.84 | .902 | -5.44 | .000 |
| | Private | 204 | 2.35 | .973 | | |
| Provide School Bus | Public | 204 | 2.82 | .925 | -.418 | .676 |
| | Private | 204 | 2.86 | .968 | | |
| Information /Reputation | Public | 204 | 2.22 | .661 | -2.14 | .033 |
| | Private | 204 | 2.36 | .652 | | |

Note. Likert-type response scale ranging from “1 = low importance, 2 = little importance, 3 = moderate importance, 4 = high importance”.

In sum, there were no differences in parents' attitudes toward government kindergarten assessment by public and private program. However, there were differences in parents' attitudes toward practical and reputation/information factors between public and private programs.

Analysis the Relationship Between Parents' Attitudes Toward Kindergarten Assessment and Their Kindergarten Selection While also Examining Parental Characteristics and Kindergarten Types

The fourth question was, "How do parents' attitudes toward kindergarten assessment influence their final selection of a kindergarten while also examining parental characteristics and kindergarten types?"

The purpose of this question was to examine which factors can best explain parents' final kindergarten selection. Thus, a binary logistic regression was used to examine simultaneously the influence of two or more independent variables on one dependent variable. In this study, parents' attitudes and parental characteristics (gender, age, income, occupation and education) were treated as independent variables; parents' three most important reasons for selecting a specific type of kindergarten were treated as separate dependent variables. Since the respondents mostly chose safety and cleanliness of environment and facilities and curriculum and child care as the most important factors; these two variables were the only ones analyzed in this study (see Table4.25).

Table 4.25: Most Important Reasons for Selecting a Kindergarten

| Variable | Frequency | Percentage |
|--|-----------|------------|
| Early Childhood Administration Work is Systematic | 16 | 3.9 |
| Safety and Cleanness of Environment and Facilities | 342 | 83.8 |
| Curriculum and Child Care | 398 | 97.5 |
| Relationship with Community | 10 | 2.5 |
| Practical Factors | 44 | 10.8 |
| Reputation and Prestige is Good | 34 | 8.3 |

Teaching Facilities and Public Safety

Binary logistic regression was used to identify differing views of safety and cleanness of environment and kindergarten facilities—specifically, whether or not one of these was one of the most important factors in choosing a kindergarten for their child. Table 4.26 summarizes the final reduced logistic regression results obtained using the backward Wald method of variable identification. Two variables were found to be statistically influential. Participants with higher importance scores on attitudes toward teaching facilities and public safety subscale were about 4.3 times ($\text{Exp B} = 4.317$) more likely to identify safety and cleanness of environment and facilities as an important criterion in making a decision about a kindergarten. Conversely, parents with higher scores on the attitudes toward curriculum and child care subscale were less likely ($\text{Exp B} = .328$) to consider safety and cleanness of environment and facilities as an important criterion in selecting a kindergarten for their child. No other factors were found to be influential in determining whether safety and cleanness of environment and facilities of the kindergarten were one of the three most important criteria in choosing a kindergarten.

Table4.26: Final Binary Logistic Regression Results with “ Safety and Cleanness of Environment and Facilities ” of the Kindergarten Regressed on Independent Variables

| Variable | b (SE b) | p | Exp (B) |
|---------------------------------------|--------------|------|---------|
| Teaching Facilities and Public Safety | 1.463(.564) | .010 | 4.317 |
| Curriculum and Child Care | -1.116(.468) | .017 | .328 |
| Constant | .142(1.812) | .937 | |

Final Model Summary

| | | | |
|------------|-------|---------------------------------|------|
| Chi Square | 8.500 | df | 2 |
| Model p | .014 | Nagelkerke R ² Value | .038 |

Curriculum and Child Care

Binary logistic regression was used to identify factors that revealed differences between respondents regarding whether curriculum and child care in the kindergarten was or was not one of the three most important factors in choosing a kindergarten for their child. Table4.27 summarizes the final reduced logistic regression results obtained using the backward Wald method of variable identification. One variable was found to be statistically influential. Participants with higher scores on the attitudes toward curriculum and child care subscale were about 4.2 time (Exp B = 4.193) more likely to identify the curriculum and child care concept as an important criterion in making a decision about a kindergarten. No other factors were found to be statistically influential.

Table4.27: Final Binary Logistic Regression Results with Curriculum and Child Care Regressed on Independent Variable

| Variable | B(SEb) | p | Exp (B) |
|---------------------------|---------------|------|---------|
| Curriculum and Child Care | 1.434(.659) | .030 | 4.193 |
| Constant | -1.270(2.184) | .561 | |

Final Model Summary

| | | | |
|------------|-------|------------|------|
| Chi Square | 4.310 | df | 1 |
| Model p | .038 | Nagelkerke | .052 |

Additional Findings

Part III of the questionnaire contained questions that sought insight into parents' perceptions of the three least important factors. The frequency and percentages are summarized in Table4.28. Most parents chose practical factors and early childhood administration work as the least important factors when choosing a kindergarten.

Table4.28: Three Least Important Reasons in Selecting a Kindergarten

| Variable | Frequency | Percentage |
|--|-----------|------------|
| Early Childhood Administration Work is Systematic | 228 | 55.9 |
| Safety and Cleanness of Environment and Facilities | 2 | .5 |
| Curriculum and Child Care | 22 | 5.4 |
| Relationship with Community | 183 | 44.9 |
| Practical Factors | 346 | 84.8 |
| Reputation and Prestige is Good. | 147 | 36.0 |

In sum, parents' reason for selecting a kindergarten may be best explained by their attitudes toward the concept. Parents' attitudes about the importance of teaching facilities and public safety and curriculum and child care are the best predictor of parents' choice of safety and cleanliness of environment and facilities as the important reason for

choosing a kindergarten. Also, parents' attitudes about the importance of curriculum and child care are the best predictor of parents' choice of curriculum and child care as the most important reason for choosing a kindergarten. Parents' personal demographic variables and kindergarten types did not influence parents' kindergarten selection in this study. In addition, parents' identification of practical factors and the early childhood administration were selected as the least important factors when choosing kindergarten.

Analysis of the Open-Ended Question

This study contained an open-ended question in questionnaire part II. The purpose was to determine other factors that parents consider to be important criteria when selecting a kindergarten. The question asked was, "In your opinion, in addition to the items above, are there other important criteria you consider when you select a kindergarten?" A total of 131 parents wrote down their opinions. The researcher classified their answers into nine categories: license, practical, environment, curriculum, teacher quality, students' quality; relationship between teacher and parents' reputation, and child preference (see Table 4.29). The table shows the frequency of parents' responses. The three most important criteria mentioned by parents were: (1) the teacher is kind, patient, enthusiastic, and has a positive interaction with children ($f = 41$); (2) the environment space is broad, ventilated and sanitary ($f = 31$); and (3) teachers' professional teaching skills ($f = 16$). However, these three criteria were also items that were listed in the questionnaire part II. Based on information included in Table 4.26, the * represents the additional criteria that were of concern to parents but were not listed in

the questionnaire. The additional criteria included: (1) the kindergarten provides talent and skills curriculum (f = 4); (2) the kindergarten teaches Chinese characters (f = 3); (3) the kindergarten focuses on reading skills (f = 2); (4) turnover rate is not too high (f = 6); (5) the teacher can handle their emotion well (f = 3); (6) my child has a good relationship with other children, and children have good manner (f = 3); and (7) my child likes the school (f = 2).

In sum, parents primarily commented on the environment and teacher quality as important, especially the space and cleanliness of the environment and teacher personality. In addition, some parents also wrote down different criteria that related to license issues, curriculum, children's preference, student quality, and some practical factors.

Table 4.29: Frequency of Parents' Opinion on Kindergarten Selection Criteria

| Parents' Criteria | Frequency |
|--|------------------|
| License | |
| The kindergarten is licensed. | 2 |
| Practical | |
| The kindergarten is close to house. | 2 |
| The tuition is reasonable. | 4 |
| Curriculum | |
| The kindergarten educational goal. | 4 |
| The kindergarten emphasizes both on outdoor and indoor activities. | 2 |
| The kindergarten provides talent and skills curriculum. * | 4 |
| The kindergarten teaches Chinese characters. * | 3 |
| The kindergarten focus on reading skills. * | 2 |
| The children can learn through play. | 5 |
| The kindergarten emphasize on daily living skills. | 11 |
| Teacher Quality | |
| The teacher and child ratio and number of children in one classroom. | 5 |
| Teachers' turnover rate not too high. * | 6 |
| Teachers' professional teaching ability. | 16 |
| The teacher participates in in-service training. | 2 |
| The teacher respect children's individual differences. | 2 |
| The teacher can handle their emotion well. * | 3 |
| The teacher is kind, patience, enthusiasm and has a positive interaction with children. | 41 |
| Students 'Quality | |
| My child has a good relationship with other children, and children have good manner and are happy. * | 3 |
| Relationship Between Teacher and Parents | |
| The kindergarten provides parents' and children activities. | 1 |
| The teacher communicates well with parents. | 4 |
| Environment | |
| The environment space is broad, ventilated and sanitation. | 31 |
| The teaching facilities and environment are safe. | 5 |
| Children Preference | 2 |
| My child likes the school. * | |
| Reputation | |
| The reputation is good. | 2 |

* Represented additional criteria not list in the questionnaire.

Summary

In this chapter, the researcher explained the results for the four research questions and additional findings by using descriptive statistics, one-way ANOVA with Tukey-HSD post hoc test, t-test and binary logistic regression analysis. The results may be summarized as follows:

First, parents do care about government kindergarten assessment, but they communicate that caring according to different levels of attitudes. Parents have a more positive attitude toward teaching facilities and public safety, followed by curriculum and child care, early childhood administration management and relationship with community. In addition to the parents' attitudes toward government kindergarten assessment, parents expressed less concern with practical and reputation/information factors.

Second, the results indicated differences between parents' attitude toward kindergarten assessment by age and monthly household income. There was a significant difference between parents' age and their attitudes about early childhood administration management and curriculum and child care—those aged 29 and younger had a more negative attitude than other groups. There was a difference between parents' household monthly income and their attitudes about curriculum and child care. Those with income of NT 35,000 and under had a more negative attitude than those with an income of NT 105,001 and higher. Finally, there were differences between parents' attitudes toward practical and reputation/information factors when examined by parents' personal background.

Third, when comparing kindergarten types with parents' attitude toward kindergarten assessment, the results showed no differences. However, there were differences between parents' attitudes about practical and reputation/information factors between those who had children in public programs and those who had children in private programs. The former had a positive attitude toward tuition and location issues, while the latter had a positive attitude toward extend pick up/drop off time issue and the reputation/information factor.

Fourth, the two most important criteria mentioned by parents as they chose a kindergarten were safety and cleanliness of environment and facilities and curriculum and child care. The best predictor of parents' kindergarten selection was parents' attitudes toward the importance of environment and curriculum/child care subscales. There was no statistical influence between parents' demographic factors (e.g., gender, age, income, education and occupation) and kindergarten type attended by the child.

Fifth, the most important criterion noted by parents on the open-ended question was the focus on environment and teacher quality factors. For the teacher quality factors, most respondents mentioned that the teacher must have professional teaching skills, and the teacher needed to be patient and enthusiastic, and interact positively with children. For the environment factor, most parents considered whether the environment was broad enough, ventilated and sanitary. Other factors, such as children's preference, reputation, curriculum and child care, whether the school was licensed or not, students' quality, and the interaction between teacher and parents, were also mentioned by parents.

Chapter 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to restate the research problems, research questions, and research methods. Also, this chapter contains a discussion of the implications of the data results and recommendations for future study. This chapter is organized as follows: (1) overview of the research design, (2) discussion, (3) summary of discussion, and (4) recommendations for practice.

Overview of the Research Design

The overview of the research design includes: (1) research problem, (2) research questions, and (3) research procedures.

Research Problem

The motivation for this study was the increased importance of early childhood education as an educational learning environment for children. The growing demand for early childhood institutions in Taiwan is due to the increase in two-salary families and the awareness of the importance of early education by the Taiwanese Ministry of Education. Even though many educators and researchers have investigated the construction of quality child care programs and have developed quality early childhood program

standards and accreditation criteria for the supervision of programs; in these processes, parents' voice are usually unheard in these deliberations and activities.

In addition, a good deal of research has noted parents' satisfaction with their child's program, but rarely has focused on whether parents value the same aspects cited as important by education professionals. The researcher believes that parents, teachers, educators, government officers and policy makers must work together as a group to serve children and improve the quality of early childhood education programs. According to Phillips (1996), without knowing parents' opinions and perceptions of early childhood programs, it is difficult to formulate a sound child care policy that can meet parents' needs. Therefore, the main purpose of this study was to gain an understanding of parents' attitudes toward kindergarten assessment and the factors that enter into their selection of a kindergarten.

Research Questions

The arching question for this study was, "What are parents' attitudes toward quality kindergarten assessment and their kindergarten selection"? The sub-questions were as follows:

RQ1: What factors influence determination of quality kindergarten to Taiwanese parents? To what extent, do parents agree with the standards set by the government?

RQ2: Is there a difference in parents' attitudes toward kindergarten assessment when examined by:

(a) Gender

- (b) Parents' age
- (c) Education level
- (d) Occupation
- (e) Monthly household income

RQ3: Is there a difference in parents' attitudes toward kindergarten assessment between public and private kindergartens?

RQ4: How do parents' attitudes toward kindergarten assessment influence their final selection of a kindergarten while also examining parental characteristics and kindergarten types?

Research Procedures

The instrument in this study was a revised questionnaire based on Kaohsiung Kindergarten Assessment Criteria. The instrument had three major parts: (1) parents' background information; (2) parents' attitudes toward kindergarten assessment, which included four subscales—early childhood administration management, teaching facilities and public safety, curriculum and child care, and relationship with community—and also included two other factors taken from the literature—practical and reputation/information factors; and (3) parents' final selection factors.

This study was conducted in Kaohsiung, Taiwan, the largest city in southern Taiwan. A stratified random sample of 480 parents with children ages 4–6 who were enrolled in licensed kindergarten were recruited for this study. Data were collected in fall 2006. The researcher first contacted the director in each target kindergarten to obtain their

permission to participate in this research project. After obtaining permissions, the directors/teachers distributed a sealed package to parents that included: (1) a cover letter to parents; (2) an informed consent form; (3) a copy of the questionnaire; (4) a small gift as compensation; and (5) a return envelope. Two weeks later, the researcher collected the data and distributed a thank you/reminder postcard to all participants. Two weeks after the follow-up postcard, the researcher contacted the center and asked whether there were any further questionnaires. Thus, the process took about four weeks from start to finish. Of the 480 participants, 416 completed and returned their questionnaires. The return rate was 86.67%. However, there were eight incomplete questionnaires. The final percentage of valid questionnaires rate was 85% in this study.

The data analysis involved the use of SPSS 13.0, statistical software for Windows. Each research questions was subjected to different analytical methods. Descriptive statistics, one-way ANOVA, independent t-test, and logistic regression analysis were used in this study.

Discussion

Chapter four contained a discussion of the study results; this section contains a discussion of the implications of those results. The discussion is presented according to the research questions below.

Research Question One

What factors influence determination of quality kindergarten to Taiwanese parents? To what extent, do parents agree with the standards set by the government?

Kindergarten assessment standards and accreditation are a benchmark of a quality kindergarten. According to the data analysis, the mean score for four subscales—early childhood administration management, teaching facilities and public safety, curriculum and child care and relationship with community—was greater than 3.00, which indicated that the quality of kindergarten does matter to Taiwanese parents; however, the extent of the level is different.

In order to have a clear understanding of the difference among the four subscales, the researcher divided the parents' mean score into three levels: (a) 1-2.00 = low importance; (b) 2.01-3.00= moderate importance; and (c) 3.01-4.00= high importance. A total of 96.8% of parents fell within 3.01-4.00 (high importance) on the teaching facilities and public safety subscale, 84.8% on the curriculum and child care subscale, 60.3% on early childhood administration management subscale and only 37.0 % on relationship with community subscale. This result indicated that parents were mostly considering teaching facilities and public safety and curriculum and child care. In most of the literature reviewed, parents first consider environment-related factors that include health and safety, sanitation, equipment and home like setting (Bogat & Gensheimer, 1986; Cryer & Burchinal, 1997; Kisker & Maynard, 1991). One possible reason may be that these two factors are most closely related to their children. This explanation may be similar to that offered in the NAEYC Kindergarten Standards and Accreditation, where

the standards' primary focuses is on children, including relationship with children, curriculum, health, teaching and assessment of children's progress.

A total of 60.3% of parents fell between 3.01 and 4.00 on the subscale for early childhood administration management. However, about 40% of parents felt early childhood administration work was of moderate or low importance. Zheng and Song (2004) stated that parents usually absorb messages about school activities from teachers, children or according to their own experience rather than reading documents. Therefore, most parents are not familiar with early childhood administration work in the kindergarten.

In addition, only 37.0% of parents fell between 3.01 and 4.00 on the subscale related to relationship with community, indicating that only 37.0% felt that relationship with community was of high importance. The reason may be that the relationship with the community became a new standard in the Taiwan Kindergarten Assessment in 2001 (Lin, 2001); thus, most parents still are not conscious of the importance of community roles in the kindergarten.

Research Question Two

Is there a difference in parents' attitudes toward kindergarten assessment when examined by:

- (a) Gender**
- (b) Parents' age**
- (c) Education level**

(d) Occupation**(e) Monthly household income**

The results indicated differences in parents' attitudes toward kindergarten assessment when examined by parents' age and household monthly income, but no difference in gender, education level and primary occupation.

First, the mean score for age group 29 or under was lower than that for age group 30-39 and 40 or above on early childhood administration management and curriculum and child care. In other words, parents aged 29 and younger were less enthusiastic about these two subscales. The possible explanation for this feeling among younger parents than older parents about early childhood administration work may be that older parents have more working experiences than younger parents; thus, older parents may feel that administration work is one of the important elements in every working environment.

Another possible explanation may be the tendency to have one child in a family, rendering the education environment very competitive. Therefore, many parents expect their children not to get "lost at the beginning point", and to be better than them (Liao, n.d.). As a result, when parents search for a kindergarten, they pay more attention to whether it provides English, computer skills, writing in Chinese characters and mathematics skills rather than other factors (Shi & Chen, 2004).

Second, those in the income group NT35, 000 or under also expressed significant differences compared those in the income group NT105, 000 or above on curriculum and child care. The mean for parents earning NT 35,000 or under was lower than that for those at NT 105,000 or above, which means that parents with a household monthly income of NT 35,000 and under were less enthusiastic about curriculum and child care.

However, the curriculum and child care variable is one of the quality child care elements. Previous research found that parents with higher incomes were significantly more likely to choose care because of its quality (Peyton et al., 2001). Gable and Cole (2000) also stated that families with greater financial resources can exercise more choices when searching for school information and consider quality when making child care arrangements.

Although having fewer financial resources may be a reason for parents to choose a lower-quality program, it may be possible for those parents to have a different perception of quality child care. The issue of how parents' income affects their attitudes toward curriculum and child care may require future study.

In addition, there is no significant difference among parents' gender, education and primary occupation. This finding differs from that offered in previous research. A study of the relationship between early childhood education and the educational choices of parents in Taipei, Taiwan found a significant difference in curriculum content when examined by parents' gender and parents' education (Kang, 2004). Another study of parental consumer decision-making behavior relating to kindergartens in Taipei and Kaohsiung, Taiwan found no significant difference by parents' gender, but a significant difference by parents' highest education on the curriculum variable (Qiu, 2004). When examining specific questions about the curriculum variable in these two studies, these two questionnaires included questions relating to the importance of providing English lessons, talent and skills teaching, writing in Chinese characters, and math lessons in kindergarten. The current study did not include these types of questions, and only asked parents how they valued principles of curriculum design and teaching; positive

interaction between teacher and children; various teaching activities; and children's daily living skills, nutrition and health. Therefore, the differences in results between this study and the other studies may be due to the different directions sought through inclusion of these types of questions.

Additional Findings

According to the results, there were significant differences between parents' attitudes toward practical and reputation/information subscales and parents' personal background.

First, the results showed that male and female participants shared different attitudes toward issues related to providing a school bus. This finding is similar to Lee (2005) in that males seem to place higher value on the convenience factors than females. One possible reason may be that Taiwanese fathers are still the major income source in a family; thus, kindergartens that provide school buses to pick up and drop off their children can lighten their burden.

In addition, the results showed that families with a household monthly income around NT 35,000 or less took the tuition issue into greater consideration than those families with a monthly income NT 105,001 or higher. Qiu (2004) and Lee (2005) also found that lower-income families placed higher value on tuition issues.

The results also showed that parents with a junior college and university or higher degree placed more emphasis on the distance from house/work place to school than did those with a high school degree or less education. Some studies and early childhood

sources (e.g., Dodge & Bickart, 1998; Huang, 1995; Shi & Chen, 2004) have shown that having a kindergarten close to home or the workplace is one of the important selection criteria. Children will feel too exhausted to enjoy learning and playing if they have to ride in a car for a long distance every morning. Thus, a possible reason may be that parents with a higher education may assess early childhood sources more frequently than parents with high school degrees or less education and realize that location is also an important factor when selecting a child care program.

Finally, there was a significant difference between working parents and housewives' attitudes toward practical issues—distance from house/work place to school, extend pick up/drop off time, and provide school bus. The result is similar to Kang's (2004) finding that housewives express significant differences of opinion about practical factors (e.g., provide pick-up service, provide after-school program and flexible schedule that match parents' needs) than other groups. One possible explanation is that housewives' time schedule is more flexible than in other occupations.

Research Question Three

Is there a difference in parents' attitudes toward kindergarten assessment between public and private kindergarten?

The results showed no differences in parents' attitudes toward kindergarten assessment—early childhood administration management, teaching facilities and public safety, curriculum and child care, and relationship with community—between public and private kindergarten users. The results in Qiu (2004) and Kang (2004) showed no

significant difference on environment and teacher qualification factors (teacher qualification factors were included in early childhood administration management in the current study). The only difference between previous studies and this study was the difference in opinions about curriculum between those enrolling children in public vs. private kindergartens. One possible reason might be similar to that offered in the previous discussion—differences in findings between this study and previous work may be due to the different directions in the research questions. In other words, parents may possess similar attitudes about curriculum goals, a positive relationship between teacher and children, types of school activities, and attention to children’s daily living skills, but feel differently about parents’ attitudes toward curriculum content. However, this is only the researcher’s assumption—more research is required to confirm this thought.

Additional Findings

The results indicated that there were differences between parents’ attitudes toward practical factors that related to close to house/work place, tuition, extend pick up/drop off time issue and reputation/information factor.

Parents who send their kids to public kindergartens are more concerned with tuition than are parents who send their children to private kindergarten. This result is similar to that found in Kang (2004) because tuition in public kindergarten is much lower than in private ones. Public kindergarten parents’ also more concerned with the location of the kindergarten. The reason may be that most of the public kindergartens do not provide school bus and parents must pick up their child themselves. In addition, private

kindergarten parents' place higher values on the extend/pick up time issue than do public kindergarten parents. This makes sense because school hours in private kindergartens are longer than those in public kindergartens and some private kindergartens even provide after-school services, while public kindergartens do not.

The study also found that parents who chose private kindergartens placed greater emphasis on the reputation/information factor. The result is similar to that in the Qiu (2004) and Kang (2004) study. The possible implication is that the quality is better and more stable in public kindergartens than in private settings; however, there are more private programs than public ones in Taiwan. Therefore, parents with children in private setting may find lots of information from the surrounding environment when selecting the kindergarten (Qiu, 2004).

Research Question Four

How do parents' attitudes toward kindergarten assessment influence their final selection of a kindergarten while also examining parental characteristics and kindergarten types?

The results showed that parents' kindergarten selection factors are primarily predicted by parents' attitudes toward the importance of teaching facilities and public safety and curriculum and child care. There was no significant difference in parents' background variables and kindergarten types. This finding differed from that in previous research. Many studies found some difference between parents' demographic variables and their child care selection (e.g., Endsley, Bradbard & Readdick, 1984; Johansen,

Leibowitz & Waite, 1996; Qiu, 2004). Also, some studies found differences between kindergarten types and parents' selection (e.g., H. F. Qiu, 2004; S.W. Qiu, 2003; Wongcharoen, 1984). However, no study has compared parents' attitudes and their kindergarten selection actions. According to Fishbein and Aizen (1975), the best predictor of whether a person will perform a certain behavior is that person's behavioral intention—the attitudes that a person possesses toward the object and the strength with which the belief is held. Therefore, based on previous research, parents' kindergarten selection may be influenced by their demographic variables and by kindergarten types; however, the best predictor of parents' kindergarten selection may be the strength of their attitudes toward the object or concepts.

Open-Ended Question

In your opinion, in addition to the items above, are there other important criteria you consider when you select a kindergarten?

Based on the frequency of parents' responses, parents were primarily concerned with positive interaction between teachers and children, the teacher's professional teaching skills, and the space and cleanliness of the environment, even though these criteria were listed in the questionnaire already. The results are similar to those discussed in chapter 2—teacher quality and environment factors are the two most important factors, especially for teacher characteristics (Bogat & Gensheimer, 1986; Hofferth et al., 1991; Kang, 2004; Lin & Feng, 1999; Peyton et al., 2001; Zhong, 2003).

There were also seven additional criteria reflecting parents' concerns that were not listed in the questionnaire and which also are not included in the Kaohsiung Kindergarten Assessment. The additional criteria included: (1) the kindergarten provides talent and skills curriculum (f = 4); (2) the kindergarten teaches Chinese characters (f = 3); (3) the kindergarten focus on reading skills(f = 2); (4) teachers' floating rate is not too high(f = 6); (5) the teacher can handle their emotions well (f = 3); (6) my child has a good relationship with other children, and children have good manners (f = 3);and (7) my child likes the school (f = 2). Although each additional criterion was only mentioned by a few parents and may not represent the opinions of an entire population, those parents' perceptions should be taken into consideration when revising the kindergarten assessment.

Summary

First, parents care about the characteristics that the government finds important, but at different levels. Parents place higher value on environment and curriculum/child care factors.

Second, parents of a younger age and with less income tended to have lower attitudes toward curriculum and child care. One reason might be that those parents may hold a different perception of quality child care. Also, there were differences in parents' attitudes toward practical and reputation/information factors when examined by parents' personal background.

Third, when comparing the differences between kindergarten types and parents' attitudes, results revealed that parents' attitudes toward kindergarten assessment did not

differ by kindergarten types, but by practical and reputation/information factors. Parents with children in public settings tended to place more emphasis on the tuition and location issues. Parents with children in private settings tended to placed greater emphasis on the extend pick up/drop off time issue and the reputation/information factor.

Fourth, parents' kindergarten selection factors were best influenced by their attitudes, and there was no influence by parents' demographic variables or kindergarten types. This may imply that a person's attitude toward an object may the best predictor of their action.

Fifth, from the open-ended responses, it was clear that parents were still mostly concerned about the environment and teacher characteristics factors, especially with regard to space and cleanliness of the environment and teacher personality—whether the teacher is kind, patient, enthusiastic and interacts positively with their children. Some parents also were concerned about the curriculum and child care, student quality, children's preference and practical factors.

Recommendations for Practice

The purpose of this section is to provide some recommendations to government, educators, and future researchers based on study findings. The recommendations are offered as follows: (1) recommendations for government, (2) recommendations for educators, and (3) recommendations for future research.

Recommendations for Government

According to Phillips (1996), without knowing parents' opinions and perceptions when choosing early childhood programs, it is difficult to formulate a sound child care policy that can meet parents' needs. In other words, it is necessary to involve parents' voice when designing the kindergarten assessment standards and accreditation.

Based on study findings, parents do care about the characteristics that the government finds important, but at a different level; parents place higher value on standards that are mostly closed linked to children—teaching facilities and public safety and curriculum and child care. However, the government in Taiwan places more value on early childhood administration and teaching facilities and public safety.

In comparison to the United States, the NAEYC Early Childhood Program Standards also focus on children, incorporating five standards—relationships with children, curriculum, teaching, health, assessment of child progress—and other three standards—teaching staff, community relationship and administration playing supporting roles in a quality program.

Therefore, the government in Taiwan may consider including parents' attitudes toward kindergarten assessment; referring to other early childhood standards in other countries as references; and revising the proportion on the early childhood administration management and placing more value on teaching facilities/public safety and curriculum and child care. Consequently, when kindergarten providers evaluate their own programs, they will pay more attention to these two areas and thereby enhance the quality of kindergarten simultaneously.

Recommendation for Educators

This study's results revealed that parents' attitudes toward kindergarten assessment are influenced by family background factors. There is a significant difference in parents' attitudes toward administration work when examined by age and attitudes toward curriculum and child care when examined by parents' age and income; the younger the age, the lower the attitudes, the lower the income, the lower the attitudes toward kindergarten assessment. According to the Cost, Quality, and Child Outcomes Study (1995), one possible reason for parents' non-selection of high-quality child care may be that parents do not have sufficient knowledge and information about what constitutes quality day care programs.

In addition, this study found that parents' attitudes were the best predictor of parents' final kindergarten selection. According to Fishbein and Aizen (1975), the best predictor of whether a person will exhibit a certain behavior is his attitudes toward the object. Therefore, educators need to actively provide more information to parents about the components of a quality kindergarten; they need to not only use the traditional educational techniques (such as checklists and brochures), but also use other ways (e.g., television, radio, Internet, commercial, magazines and newspapers) to convey messages to parents. Zinzeleta and Little (1997) stated that "use of a different arsenal of behavioral change techniques than that commonly used in traditional educational campaigns may increase our likelihood of achieving our goals" (p. 10).

Recommendations for Future Research

Three recommendations for future research are offered here, based on the limitations of this study.

First, due to funding source limitations, the samples for this study were parents in Kaohsiung City only; the results can only be generalized to the Kaohsiung City area. They may not be generalized broadly to all populations in other areas of Taiwan. However, an understanding of the consistency between parents' and government attitudes on the characteristics of the quality kindergarten is the first step in revising kindergarten policy; therefore, similar studies may be required in other areas to ensure a broadly improved kindergarten assessment policy.

Second, study results only focused on differences among parents' demographic variables, kindergarten types and attitudes toward kindergarten assessment. Therefore, this study cannot fully explain the actual reasons for the differences. For example, this study found a difference by levels of parents' income and their attitudes toward curriculum and child care. The researcher found that the difference may be attributable to the fact that those with lower incomes have fewer resources (e.g., financial, information searching) which then forces them to choose lower-quality programs. However, this assumption is the researcher's based on previous research. It may be also possible that parents hold a different perception of quality child care. Therefore, the issue of the reasons for the difference may require the use of other methods, such as qualitative research, to ascertain deeper information behind the difference.

Third, a comparison of this study with other studies revealed that the main difference was parents' attitudes toward curriculum and child care when examined by parental characteristics and kindergarten types when looking at attitudes toward curriculum and child care, but no significant differences were found in this study. The researcher examined the instrument in these studies and found that questions on the importance of providing English lessons, talent and skill teaching, writing in Chinese characters etc., were asked but these types of questions were not included in this study. Therefore, more study is required of this issue.

In conclusion, the purpose of this study was to examine parents' attitudes toward kindergarten assessment and their selection factors. This study found that parents agree with the standards that have been set by the government, but at different levels. Also, there were some significant differences between parents' attitudes and their demographic variables and kindergarten types. In addition, this study found that the best predictor of parents' most important selection factors was their attitudes toward the kindergarten assessment standards, especially with regard to teaching facilities and curriculum and child care standards. Finally, the researcher provided some suggestions for government and education stakeholders, and for future study, which hopefully will improve the quality of the child care environment in Taiwan.

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Appendix A

Questionnaire (English Version 1)

Parents' Perceptions Towards Kindergarten Assessment Questionnaire

Part I: Personal information

Directions: This part relates to your personal information.
*Please mark a in the box that is most accurate for you.

1. Your gender:
 male female
2. Your age:
 19 or under 20-29 30-39 40-49 50 or above
3. Your highest educational background:
 Junior high or under High school or vocational high school
 Junior college University (Bachelor degree)
 Graduate school (Master, Ph.D. or higher)
4. Your primary occupation:
 Government officers (military, police, teacher and government employees)
 Business Industry Agriculture
 Service industry Self-employment Housewife
 Other _____
5. Your total monthly household income:
 NT 35,000 or under NT 35,001- 70,000 NT 70,001-105,000
 NT 105,001-140,000 NT 140,001 or above
6. Your child is attending:
 Public kindergarten. Private kindergarten.
7. Do you think a government agency should be involved in “kindergarten evaluation”?
 Yes No

Note: The purpose of “Kindergarten Evaluation” is to better understand the current kindergarten operations and give kindergarten personnel information to improve the quality of kindergarten and enhance children’s’ development.





Part II: Your Opinions on Kindergarten Assessment

Directions: The following items represent factors that parents may consider in choosing a kindergarten for their child.

*Please indicate how important each item is in your choice of a kindergarten for your child and mark an “ √ ” on the agreement box using the following scale:

1 (Low Importance) 2 (Little Importance) 3 (Moderate Importance) 4 (High Importance)

Example:

Kindergarten has parent-teacher conference each semester.
If you feel that having parent-teacher conference is extremely Importance, circle number 4

| | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If you feel that having parent-teacher conference is little Importance circle number 2.

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low Importance 1 | Little Importance 2 | Moderate Importance 3 | High Importance 4 |
|--|--------------------------|---------------------------|-----------------------------|--------------------------|
| 1 The kindergarten has annual, middle and long term working plans and follows them annually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The indoor and outdoor environment is neat and tidy and is disinfected on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The kindergarten teachers integrate talent skills into the regular curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The kindergarten uses various ways to communicate with parents (e.g., face to face, family communicates booklet and phone call etc...) in order to enhance parents' involvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The kindergarten is close to home or work area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The kindergarten has been recommended by magazine or newspaper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 The entrance gate in the kindergarten has automatic door. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The administration works in the kindergarten are computerized (e.g., establish website and use computer filing). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The kindergarten applied for public security and fire safety inspection and passes the inspection by government on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low Importance 1 | Little Importance 2 | Moderate Importance 3 | High Importance 4 |
|---|--------------------------|---------------------------|-----------------------------|--------------------------|
| 10 The kindergarten teachers have both educational and nursing knowledge, and pay attention on children's daily living skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 The kindergarten provides sufficient early childcare related information to the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 The kindergarten tuition is lower. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 The kindergarten has been recommended by relatives or friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 The curriculum design is based on teacher interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 The proportion of certified teachers in the kindergarten follows the city government standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 The kindergarten pays attention to entrance security, provides a safety guard or monitoring system and has a specialized person to notify. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 The kindergarten includes enough variety and appropriate teaching aides, toys for children to engage and manipulate and based on children developmental needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 The kindergarten provides school bus to pick up and drop off children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 The kindergarten has been accredited by Ministry of Education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 The kindergarten provides fast food (e.g., french-fries, hamburgers, fried chicken and pizza). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 The kindergarten has working regulations and implements them exactly (include personnel treatment, welfare, retirement and consolation etc...). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 The kindergarten's bathroom is ventilated, bright and has no strange odor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 The food design emphasizes on nutrition, sanitation and good taste. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low | Little | Moderate | High |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | Importance 1 | Importance 2 | Importance 3 | Importance 4 |
| 24 The kindergarten extends the pick up time in order to cooperate with parents' needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 The color of the school bus seat is blue. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 The kindergarten follows purchasing procedures when buying property and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 The kindergarten's school bus administration is based on government regulations (e.g., the school bus is licensed; the driver has a professional driver license and a teacher companion in the bus). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 The interactions between teachers and children are positive, reflects open dialogue and use variety of body language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 The kindergarten has clear financial accounts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 The kindergarten announces the government decree and transacts it exactly (e.g., early childhood vouchers, enterovirus, eyes care etc...). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31 The kindergarten insured city government students' safety and accident insurances. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32 In your opinion, in addition to the items above, are there other important criteria you consider when you select a kindergarten? | | | | |

~Move to Part III~ Almost Finish!





Part III: Kindergarten Selection Factors

Direction: This section is to find out what are the most important factors that influence your kindergarten selection.

*From the item sheet below, please choose:

3 factors that are most important and 3 factors are least important to you.

Please put the item number in the blank.

| | |
|----|--|
| 1. | The kindergarten administration work is systematic (e.g., annual working plan, personnel system, finance, and coordination with government). |
| 2. | The kindergarten emphasizes on safety and cleanness of environment and facilities. |
| 3. | The kindergarten environment, teaching facilities and curriculum are based on children's interests and different aspects of children's development. |
| 4. | The interaction between teachers and children are positive, reflects open dialogue and use variety of body language. |
| 5. | The kindergarten teachers pay attention on children's daily living skills. |
| 6. | The kindergarten and the personnel have a good relationship with the community (e.g., use various ways to communicate with parents, participants or holds community activities, provides various sources that related to early childhood education). |
| 7. | The kindergarten tuition is lower. |
| 8. | The teacher can extend the pick up/drop off time in order to cooperate with parents' needs. |
| 9. | The kindergarten reputation and prestige is good. |

1. The three most important reasons (please put the number in the blank)

_____ ; _____ ; _____

2. The three least important reasons (please put the number in the blank)

_____ ; _____ ; _____

Thank you for your participating in this survey.
An envelope is enclosed for your convenience.
After you completed the questionnaire, please put it into the envelope and sealed it, and return the envelope to the kindergarten teacher in 7 days.

Appendix B

Questionnaire (Chinese Version 1)

父母對於幼稚園評鑑看法問卷

第一部份：基本資料：

以下想了解一些您的基本資料，請您在適當的 打

1. 您的性別： 男 女
2. 您的年齡： 19歲以下 20-29歲 30-39歲 40-49歲 50歲以上
3. 您的最高教育程度： 國中(含)以下 高中職 專科
 大學 研究所(含)以上
4. 您的職業：
 軍警公教 商業 工業
 農業 服務業 自由業
 家管 其他 _____
5. 您家中的平均總月收入所得約為：
 35,000元(包含)以下 35,001-70,000元
 70,001-105,000元 105,001-140,000元
 141,000(包含)以上
6. 您家中的小孩目前就讀的幼稚園為：
 公立 私立
7. 您認為市政府是否應該實施「幼稚園評鑑」？
 是 否

註：「幼稚園評鑑」是指對幼稚園進行評量，目的是為了了解幼稚園的現況，以利各幼稚園自我改進，藉以引導幼兒教育正常發展，強化幼兒身心發展。





第二部份：幼稚園評鑑的看法

說明：以下這些項目，是父母在選擇幼稚園時可能考量的因素。
 當您為您的孩子選擇幼稚園時，以下這些項目對您的重要程度如何。
 請您在框框中逐項勾選 您認為最符合您想法的答案。
 1(不太重要) 2(稍微重要) 3(重要) 4(非常重要)

例如：幼稚園每學期舉辦師生座談會。

| | | | | |
|----------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| 如果您覺得非常重要，請在 4 的下面打✓ | 1 | 2 | 3 | 4 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 如果您覺得稍微重要，請在 2 的下面打✓ | 1 | 2 | 3 | 4 |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | 不
太
重
要
1 | 稍
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重
要
2 | 重
要
3 | 非
常
重
要
4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 幼稚園訂有年度工作計畫及中、長程計畫並能逐年實施。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 室內、室外環境整潔，並做定期消毒。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 幼稚園老師能將才藝融合在平常課程中。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 幼稚園配合家長背景，以多樣化的方式和家長溝通(如：面對面、寫家庭聯絡簿、電話訪問等..)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 幼稚園離家近或離工作地點近。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 報章雜誌曾經報導推薦過這間幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 幼稚園大門是電動設計。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. 幼稚園的行政處理電腦化(如：設置網頁及使用電腦歸檔)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. 幼稚園定期申報公共安全、消防安全的檢查，並獲得市府檢通過。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | 不 太 重 要 1 | 稍 微 重 要 2 | 重 要 3 | 非 常 重 要 4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. 幼稚園老師具備教育及保育專業知識且重視幼兒日常生活常規訓練。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 幼稚園常提供社區民眾幼教相關方面的資訊。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 幼稚園的收費較低。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 親朋好友曾經推薦這間幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 幼稚園的課程設計以老師興趣喜好為主。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 幼稚園合格教師比率符合市府規定。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 幼稚園注重門禁安全，有門房警衛或監視系統，並有專人通知。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 幼稚園的教具、玩具及材料足夠、多樣化、提供幼兒親自操作的經驗、難易度適合幼兒的不同發展階段。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 幼稚園提供娃娃車接送幼兒上下學。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. 曾獲選為教育部評鑑優良的幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 幼稚園提供速食餐點(例如:薯條、漢堡、炸雞和披薩)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. 幼稚園有訂定工作規章並確實執行(含教職員工的待遇、福利、考核、退休、撫恤等)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 幼稚園的廁所通風、明亮、乾淨沒有奇怪的味道。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. 幼稚園的餐點設計有符合營養、衛生和美味的原則。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. 幼稚園配合家長需要延長接送幼兒的時間。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 25. 娃娃車的座椅是藍色的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. 幼稚園依照請購和採購的手續購置教具和設備。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. 幼稚園的娃娃車管理能符合政府的規定(如:使用合格專用車、司機有職業駕照、車上有隨車導護老師)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. 幼稚園老師和幼兒的互動良好，善用肢體語言、開放性的對話和幼兒互動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. 幼稚園的帳目清楚。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. 幼稚園確實宣導執行政府的法令（如:發放幼兒教育券、腸病毒預防、視力保健等..）。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. 幼稚園確實投保市府學生平安保險和公共安全意外責任險。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. 除了以上這些內容之外，還有哪些是您選擇幼稚園時考慮的因素呢？ | | | | |

~進入第三部份~快完成了喔!





第三部份:幼稚園選擇因素

說明:這個部份是想了解您選擇這間幼稚園時考慮的重要因素。

請在下面的表格中，選出

3個您最在意因素 3個您最不在意的因素。

| | |
|----|--|
| 1. | 幼稚園的行政管理系統化(如:訂定年度工作計畫、人事制度、財務制度及配合政府法令等…) |
| 2. | 幼稚園重視環境及設備的安全、講究衛生。 |
| 3. | 幼稚園的環境佈置、教具及課程以幼兒興趣為主且兼顧幼兒各方面的發展。 |
| 4. | 幼稚園老師和幼兒的互動良好，善用肢體語言、開放性的對話和幼兒互動。 |
| 5. | 幼稚園老師重視幼兒日常生活常規的訓練。 |
| 6. | 幼稚園和社區的配合度良好(如:以多樣化方式和家長溝通、參加或舉辦社區活動、提供社區民眾幼教相關資訊等…) |
| 7. | 幼稚園收費較低。 |
| 8. | 幼稚園配合家長需要延長接送幼兒的時間。 |
| 9. | 幼稚園的評價及口碑良好。 |

1. 您最在意的三個因素:(請填入號碼)

_____ ; _____ ; _____ 。

2. 您最不在意的三個因素:(請填入號碼)

_____ ; _____ ; _____ 。

本問卷到此結束，感謝您花費寶貴的時間填寫。隨卷並附上信封。
請將問卷裝入信封袋內並封好送回學校，於 **7** 天內交給幼稚園老師。
由衷感謝您的合作和協助，謝謝!

Appendix C

Questionnaire (English Version 2)

Parents' Perceptions Towards Kindergarten Assessment Questionnaire

Part I: Personal information

Directions: This part relates to your personal information.
*Please mark a in the box that is most accurate for you.

1. Your gender:
 male female
2. Your age:
 19 or under 20-29 30-39 40-49 50 or above
3. Your highest educational background:
 Junior high or under High school or vocational high school
 Junior college University (Bachelor degree)
 Graduate school (Master, Ph.D. or higher)
4. Your primary occupation:
 Government officers (military, police, teacher and government employees)
 Business Industry Agriculture
 Service industry Self-employment Housewife
 Other _____
5. Your total monthly household income:
 NT 35,000 or under NT 35,001- 70,000 NT 70,001-105,000
 NT 105,001-140,000 NT 140,001 or above
6. Your child is attending:
 Public kindergarten. Private kindergarten.
7. Do you think a government agency should be involved in “kindergarten evaluation”?
 Yes No

Note: The purpose of “Kindergarten Evaluation” is to better understand the current kindergarten operations and give kindergarten personnel information to improve the quality of kindergarten and enhance children’s’ development.





Part II: Your Opinions on Kindergarten Assessment

Directions: The following items represent factors that parents may consider in choosing a kindergarten for their child.

*Please indicate how important each item is in your choice of a kindergarten for your child and mark an “ √ ” on the agreement box using the following scale:
 1 (Low Importance) 2 (Little Importance) 3 (Moderate Importance) 4 (High Importance)

Example:

Kindergarten has parent-teacher conference each semester. 1 2 3 4
 If you feel that having parent-teacher conference is extremely
 Importance, circle number 4

If you feel that having parent-teacher conference is little 1 2 3 4
 Importance circle number 2.

| Items | Low Importance 1 | Little Importance 2 | Moderate Importance 3 | High Importance 4 |
|--|--------------------------|---------------------------|-----------------------------|--------------------------|
| 1 The kindergarten follows the annual working plan and has a complete record. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The environment space and teaching facilities in the kindergarten are arranged to meet education and safety needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The kindergarten curriculum is based on children’s interests and addresses every aspect of child development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The kindergarten uses community resources to develop significant curricula. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The kindergarten is close to home or work area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The kindergarten has been recommended by magazine or newspaper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 The entrance gate in the kindergarten has automatic door. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The kindergarten emphasizes and encourages teaching and administrative staff to participate in in-service training (include inside and outside of the kindergarten). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The kindergarten emphasizes on play equipment safety and maintains the equipment on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low Importance 1 | Little Importance 2 | Moderate Importance 3 | High Importance 4 |
|---|--------------------------|---------------------------|-----------------------------|--------------------------|
| 10 The kindergarten integrates mother's tongue teaching (e.g., Min-Nan and Kahha) into curriculum and fosters children's regionalism. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 The kindergarten tuition is lower. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 The kindergarten has been recommended by relatives or friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 The curriculum design is based on teacher interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 The kindergarten teachers' salary is reasonable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 The entrances in the kindergarten are clear without barrier. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 The kindergarten environments are enriched and clean; fit with curriculum needs, display teaching theme and based on children's work productions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 The kindergarten provides school bus to pick up and drop off children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 The kindergarten has been accredited by Ministry of Education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 The kindergarten provides fast food (e.g., french-fries, hamburgers, fried chicken and pizza). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 The official documents in the kindergarten are register and put on files. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 The kitchen facilities arrangements are appropriate and safe. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 The kindergarten schedule considers both active and passive activates. The activities include different learning styles which include solitary and group activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 The kindergarten extends the pick up time in order to cooperate with parents' needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 The color of the school bus seat is blue. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low Importance 1 | Little Importance 2 | Moderate Importance 3 | High Importance 4 |
|---|--------------------------|---------------------------|-----------------------------|--------------------------|
| 25 The kindergarten can fully exercise every facility. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 The kindergarten holds accident disaster trains on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 The kindergarten evaluation emphasizes on process evaluation. The evaluation is based on regularly, continuous, diversity and related to curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 The kindergarten can allocate the government budget on teaching facility in order to enhance teaching function. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 The kindergarten enrolls special needs children and provides appropriate special educational service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 The kindergarten teachers actively participate in early intervention seminar or workshops in order to self-promote special education professional knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31 In your opinion, in addition to the item above, are there other important criteria you consider when you select a kindergarten? | | | | |

~Move to Part III~ Almost Finish!





Part III: Kindergarten Selection Factors

Direction: This section is to find out what are the most important factors that influence your kindergarten selection.

*From the item sheet below, please choose:

3 factors that are most important and 3 factors are least important to you.

Please put the item number in the blank.

| | |
|----|--|
| 1. | The kindergarten administration work is systematic (e.g., annual working plan, personnel system, finance, and coordination with government). |
| 2. | The kindergarten emphasizes on safety and cleanness of environment and facilities. |
| 3. | The kindergarten environment, teaching facilities and curriculum are based on children's interests and different aspects of children's development. |
| 4. | The interaction between teachers and children are positive, reflects open dialogue and use variety of body language. |
| 5. | The kindergarten teachers pay attention on children's daily living skills. |
| 6. | The kindergarten and the personnel have a good relationship with the community (e.g., use various ways to communicate with parents, participants or holds community activities, provides various sources that related to early childhood education). |
| 7. | The kindergarten tuition is lower. |
| 8. | The teacher can extend the pick up/drop off time in order to cooperate with parents' needs. |
| 9. | The kindergarten reputation and prestige is good. |

1. The three most important reasons (please put the number in the blank)

_____ ; _____ ; _____

2. The three least important reasons (please put the number in the blank)

_____ ; _____ ; _____

Thank you for your participating in this survey.
An envelope is enclosed for your convenience.
After you completed the questionnaire, please put it into the envelope and sealed it, and return the envelope to the kindergarten teacher in 7 days.

Appendix D

Questionnaire (Chinese Version 2)

父母對於幼稚園評鑑看法問卷

第一部份：基本資料：

以下想了解一些您的基本資料，請您在適當的 打

1. 您的性別： 男 女
2. 您的年齡： 19歲以下 20-29歲 30-39歲 40-49歲 50歲以上
3. 您的最高教育程度： 國中(含)以下 高中職 專科
 大學 研究所(含)以上
4. 您的職業：
 軍警公教 商業 工業
 農業 服務業 自由業
 家管 其他_____
5. 您家中的平均總月收入所得約為：
 35,000元(包含)以下 35,001-70,000元
 70,001-105,000元 105,001-140,000元
 141,000(包含)以上
6. 您家中的小孩目前就讀的幼稚園為：
 公立 私立
7. 您認為市政府是否應該實施「幼稚園評鑑」？
 是 否

註：「幼稚園評鑑」是指對幼稚園進行評量，目的是為了了解幼稚園的現況，以利各幼稚園自我改進，藉以引導幼兒教育正常發展，強化幼兒身心發展。





第二部份：幼稚園評鑑的看法

說明：以下這些項目，是父母在選擇幼稚園時可能考量的因素。
 當您為您的孩子選擇幼稚園時，以下這些項目對您的重要程度如何。
 請您在框框中逐項勾選 您認為最符合您想法的答案。
 1(不太重要) 2(稍微重要) 3(重要) 4(非常重要)

例如：幼稚園每學期舉辦師生座談會。

如果您覺得非常重要，請在 4 的下面打

| | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

如果您覺得稍微重要，請在 2 的下面打

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | 不 太 重 要 1 | 稍 微 重 要 2 | 重 要 3 | 非 常 重 要 4 |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 幼稚園能依照預定年度工作計畫執行並有完整記錄。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 幼稚園的空間規畫及教學設備、設施具教育性及安全性。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 幼稚園的課程內容依幼兒興趣並兼顧各領域的發展。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 幼稚園充份利用社區資源、發展教學特色。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 幼稚園離家近或離工作地點近。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 報章雜誌曾經報導推薦過這間幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 幼稚園大門是電動設計。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. 幼稚園重視且鼓勵教職員工在職進修(包含園內、外)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. 幼稚園注重遊樂設施安全並定期維護。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | 不 太 重 要 1 | 稍 微 重 要 2 | 重 要 3 | 非 常 重 要 4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. 幼稚園能將母語教學(例如:台語、客家話等..)融入活動設計中，並兼顧鄉土情意的培養。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 幼稚園的收費較低。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 親朋好友曾經推薦這間幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 幼稚園的課程設計以老師興趣喜好為主。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 幼稚園老師的薪資合理。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 幼稚園的出入口暢通，沒有障礙物。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 幼稚園的學習環境兼顧豐富整齊美觀，能符合課程需要，呈現教學主題，以幼兒的作品為主。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 幼稚園提供娃娃車接送幼兒上下學。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 曾獲選為教育部評鑑優良的幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. 幼稚園提供速食餐點(例如:薯條、漢堡、炸雞和披薩)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 幼稚園公文的收發都有登記、處理及歸檔。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. 幼稚園的廚房規畫和設備擺放位置適當且安全。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 幼稚園的活動作息安排兼顧動態與靜態。活動安排有個人、分組、團體等不同的學習方式。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. 幼稚園配合家長需要延長接送幼兒的時間。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. 娃娃車的座椅是藍色的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 25. 幼稚園能充份使用各項設備。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. 幼稚園定期舉辦各項防災演練。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. 幼兒的評量著重過程評量，符合定期、連續、多元化與課程相結合的原則。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. 幼稚園能確實運用政府的設備補助費以達到教學功能。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. 幼稚園內招收特殊兒童，並能提供適當的特殊教育服務。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. 幼稚園老師積極參與早期療育研習或進修，以提昇特殊教育專業知識。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. 除了以上這些內容之外，還有哪些是您選擇幼稚園時考慮的因素呢? | | | | |
-

~進入第三部份~快完成了喔!





第三部份:幼稚園選擇因素

說明:這個部份是想了解您選擇這間幼稚園時考慮的重要因素。

請在下面的表格中，選出

3個您最在意因素 3個您最不在意的因素。

| | |
|----|--|
| 1. | 幼稚園的行政管理系統化(如:訂定年度工作計畫、人事制度、財務制度及配合政府法令等…) |
| 2. | 幼稚園重視環境及設備的安全、講究衛生。 |
| 3. | 幼稚園的環境佈置、教具及課程以幼兒興趣為主且兼顧幼兒各方面的發展。 |
| 4. | 幼稚園老師和幼兒的互動良好，善用肢體語言、開放性的對話和幼兒互動。 |
| 5. | 幼稚園老師重視幼兒日常生活常規的訓練。 |
| 6. | 幼稚園和社區的配合度良好(如:以多樣化方式和家長溝通、參加或舉辦社區活動、提供社區民眾幼教相關資訊等…) |
| 7. | 幼稚園收費較低。 |
| 8. | 幼稚園配合家長需要延長接送幼兒的時間。 |
| 9. | 幼稚園的評價及口碑良好。 |

1. 您最在意的三個因素:(請填入號碼)

_____ ; _____ ; _____ 。

2. 您最不在意的三個因素:(請填入號碼)

_____ ; _____ ; _____ 。

本問卷到此結束，感謝您花費寶貴的時間填寫。隨卷並附上信封。
請將問卷裝入信封袋內並封好送回學校，於 **7** 天內交給幼稚園老師。
由衷感謝您的合作和協助，謝謝!

Appendix E

Questionnaire (English Version 3)

Parents' Perceptions Towards Kindergarten Assessment Questionnaire

Part I: Personal information

Directions: This part relates to your personal information.
*Please mark a in the box that is most accurate for you.

1. Your gender:
 male female
2. Your age:
 19 or under 20-29 30-39 40-49 50 or above
3. Your highest educational background:
 Junior high or under High school or vocational high school
 Junior college University (Bachelor degree)
 Graduate school (Master, Ph.D. or higher)
4. Your primary occupation:
 Government officers (military, police, teacher and government employees)
 Business Industry Agriculture
 Service industry Self-employment Housewife
 Other _____
5. Your total monthly household income:
 NT 35,000 or under NT 35,001- 70,000 NT 70,001-105,000
 NT 105,001-140,000 NT 140,001 or above
6. Your child is attending:
 Public kindergarten. Private kindergarten.
7. Do you think a government agency should be involved in “kindergarten evaluation”?
 Yes No

Note: The purpose of “Kindergarten Evaluation” is to better understand the current kindergarten operations and give kindergarten personnel information to improve the quality of kindergarten and enhance children’s’ development.





Part II: Your Opinions on Kindergarten Assessment

Directions: The following items represent factors that parents may consider in choosing a kindergarten for their child.

*Please indicate how important each item is in your choice of a kindergarten for your child and mark an “√” on the agreement box using the following scale:

1 (Low Importance) 2 (Little Importance) 3 (Moderate Importance) 4(High Importance)

Example:

Kindergarten has parent-teacher conference each semester.
If you feel that having parent-teacher conference is extremely Importance, circle number 4

| | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If you feel that having parent-teacher conference is little Importance circle number 2.

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low Importance | Little Importance | Moderate Importance | High Importance |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| 1 The kindergarten values self-examine and improvement on annual working plan implementation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The kindergarten exactly implements every public security inspection and maintains equipment on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The kindergarten teachers design curricula that are significant to children and connect with life experience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The kindergarten participants or holds community activities (e.g., community party, parents and children activities, study groups and health exam). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The kindergarten is close to home or work area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The kindergarten has been recommended by magazine or newspaper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 The entrance gate in the kindergarten has automatic door. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The transfer of teaching and administrative staff is based on the regulations and report to the education Bureau. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The kitchen staffs in the kindergarten pay attention on their personal hygiene and have a physical exam each year (including lung, liver and blood test). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low | Little | Moderate | High |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Importance 1 | Importance 2 | Importance 3 | Importance 4 |
| 10 The kindergarten curriculum contents reflect unity and coherence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 The kindergarten tuition is lower. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 The kindergarten has been recommended by relatives or friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 The curriculum design is based on teacher interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 The working atmosphere between teachers and staff is good in the kindergarten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 The drinking water facility keeps clean and maintain on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 The kindergarten teachers establish teaching files (e.g., record activities procedures and pictures). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 The kindergarten provides school bus to pick up and drop off children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 The kindergarten has been accredited by Ministry of Education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 The kindergarten provides fast food (e.g., french-fries, hamburgers, fried chicken and pizza). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 The kindergarten prepares reasonable budget annually and implement budget based on working plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 The kindergarten emphasizes on kitchen cleanliness and sanitation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 The kindergarten utilizes various teaching resources, including people, materials, natural environment and community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 The kindergarten extends the pick up time in order to cooperate with parents' needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 The color of the school bus seat is blue. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Items | Low | Little | Moderate | High |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Importance 1 | Importance 2 | Importance 3 | Importance 4 |
| 25 The kindergarten has management and maintenance regulations on books, teaching equipment and other property. Also, those properties are registered by classification and have managed by a professional person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 Every classroom in the kindergarten has medical supplies that are up to date. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 The kindergarten teachers have meetings related to early childhood education and care in a regular basis and records the meeting contents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 The kindergarten actively participants in activities and workshops sponsored by government. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 The kindergarten has been responsible for city-wide (Kaohsiung City) activates or workshops. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 In your opinion, in addition to the item above, are there other important criteria you consider when you select a kindergarten? | | | | |

~Move to Part III~ Almost Finish!





Part III: Kindergarten Selection Factors

Direction: This section is to find out what are the most important factors that influence your kindergarten selection.

*From the item sheet below, please choose:

3 factors that are most important and 3 factors are least important to you.

Please put the item number in the blank.

| | |
|----|--|
| 1. | The kindergarten administration work is systematic (e.g., annual working plan, personnel system, finance, and coordination with government). |
| 2. | The kindergarten emphasizes on safety and cleanness of environment and facilities. |
| 3. | The kindergarten environment, teaching facilities and curriculum are based on children's interests and different aspects of children's development. |
| 4. | The interaction between teachers and children are positive, reflects open dialogue and use variety of body language. |
| 5. | The kindergarten teachers pay attention on children's daily living skills. |
| 6. | The kindergarten and the personnel have a good relationship with the community (e.g., use various ways to communicate with parents, participants or holds community activities, provides various sources that related to early childhood education). |
| 7. | The kindergarten tuition is lower. |
| 8. | The teacher can extend the pick up/drop off time in order to cooperate with parents' needs. |
| 9. | The kindergarten reputation and prestige is good. |

1. The three most important reasons (please put the number in the blank)

_____ ; _____ ; _____

2. The three least important reasons (please put the number in the blank)

_____ ; _____ ; _____

Thank you for your participating in this survey.
An envelope is enclosed for your convenience.
After you completed the questionnaire, please put it into the envelope and sealed it, and return the envelope to the kindergarten teacher in 7 days.

Appendix F

Questionnaire (Chinese Version 3)

父母對於幼稚園評鑑看法問卷

第一部份：基本資料：

以下想了解一些您的基本資料，請您在適當的 打

1. 您的性別： 男 女
2. 您的年齡： 19歲以下 20-29歲 30-39歲 40-49歲 50歲以上
3. 您的最高教育程度： 國中(含)以下 高中職 專科
 大學 研究所(含)以上
4. 您的職業：
 軍警公教 商業 工業
 農業 服務業 自由業
 家管 其他 _____
5. 您家中的平均總月收入所得約為：
 35,000元(包含)以下 35,001-70,000元
 70,001-105,000元 105,001-140,000元
 141,000(包含)以上
6. 您家中的小孩目前就讀的幼稚園為：
 公立 私立
7. 您認為市政府是否應該實施「幼稚園評鑑」？
 是 否

註：「幼稚園評鑑」是指對幼稚園進行評量，目的是為了了解幼稚園的現況，以利各幼稚園自我改進，藉以引導幼兒教育正常發展，強化幼兒身心發展。





第二部份：幼稚園評鑑的看法

說明：以下這些項目，是父母在選擇幼稚園時可能考量的因素。
 當您為您的孩子選擇幼稚園時，以下這些項目對您的重要程度如何。
 請您在框框中逐項勾選 您認為最符合您想法的答案。
 1(不太重要) 2(稍微重要) 3(重要) 4(非常重要)

例如：幼稚園每學期舉辦師生座談會。

如果您覺得非常重要，請在 4 的下面打

1 2 3 4

如果您覺得稍微重要，請在 2 的下面打

1 2 3 4

| | 不 太 重 要 | 稍 微 重 要 | 重 要 | 非 常 重 要 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| 1. 幼稚園重視年度工作計畫執行之績效檢討與改進。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 幼稚園能確實執行各項公共安全設施的檢查並且定期維護。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 幼稚園善用相關資源自行設計對幼兒有意義且與生活經驗結合之課程。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 幼稚園能參加或舉辦配合社區各項活動(如：里民大會、親子活動、讀書會、健康檢查等活動)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 幼稚園離家近或離工作地點近。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 報章雜誌曾經報導推薦過這間幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 幼稚園大門是電動設計。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. 幼稚園的老師異動依規定呈報教育單位。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | 不 太 重 要 1 | 稍 微 重 要 2 | 重 要 3 | 非 常 重 要 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. 幼稚園的廚工能注意個人衛生確實定期健康檢查(例如:肺部、肝功能和血液檢查)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. 幼稚園的課程內容具有統整性及連貫性。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 幼稚園的收費較低。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 親朋好友曾經推薦這間幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 幼稚園的課程設計以老師興趣喜好為主。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 幼稚園教職員工之間的氣氛良好。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 幼稚園的飲水設備能定期維護且保持清潔衛生。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 幼稚園老師能建立教學檔案(如:記錄活動流程及活動照片)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 幼稚園提供娃娃車接送幼兒上下學。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 曾獲選為教育部評鑑優良的幼稚園。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. 幼稚園提供速食餐點(例如:薯條、漢堡、炸雞和披薩)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 幼稚園編列合理的年度預算並依工作計畫並確實執行。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. 幼稚園注重廚房的清潔衛生。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 幼稚園善於應用教學資源, 包含人力、物力、環境、社區等資源。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. 幼稚園配合家長需要延長接送幼兒的時間。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. 娃娃車的座椅是藍色的。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 25. 幼稚園的圖書、教學器材及公物等均有設置管理維護辦法、分類歸檔及有專人保管。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. 幼稚園每個班級都有準備醫藥用品且具有安全時效。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. 幼稚園老師有定期舉行教育和保育會議且做成紀錄。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. 幼稚園積極參與政府主辦的相關研習活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. 幼稚園曾經舉辦全市性(高雄市)的活動或研習。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. 除了以上這些內容之外，還有哪些是您選擇幼稚園時考慮的因素呢? | | | | |
-



第三部份:幼稚園選擇因素

說明:這個部份是想了解您選擇這間幼稚園時考慮的重要因素。

請在下面的表格中，選出

3個您最在意因素 3個您最不在意的因素。

| | |
|----|--|
| 1. | 幼稚園的行政管理系統化(如:訂定年度工作計畫、人事制度、財務制度及配合政府法令等…) |
| 2. | 幼稚園重視環境及設備的安全、講究衛生。 |
| 3. | 幼稚園的環境佈置、教具及課程以幼兒興趣為主且兼顧幼兒各方面的發展。 |
| 4. | 幼稚園老師和幼兒的互動良好，善用肢體語言、開放性的對話和幼兒互動。 |
| 5. | 幼稚園老師重視幼兒日常生活常規的訓練。 |
| 6. | 幼稚園和社區的配合度良好(如:以多樣化方式和家長溝通、參加或舉辦社區活動、提供社區民眾幼教相關資訊等…) |
| 7. | 幼稚園收費較低。 |
| 8. | 幼稚園配合家長需要延長接送幼兒的時間。 |
| 9. | 幼稚園的評價及口碑良好。 |

1. 您最在意的三個因素:(請填入號碼)

_____ ; _____ ; _____ 。

2. 您最不在意的三個因素:(請填入號碼)

_____ ; _____ ; _____ 。

本問卷到此結束，感謝您花費寶貴的時間填寫。隨卷並附上信封。
請將問卷裝入信封袋內並封好送回學校，於 **7** 天內交給幼稚園老師。
由衷感謝您的合作和協助，謝謝!

Appendix G

Cover Letter (English Version)

Dear Parents,

I am a graduate student in the department of Curriculum and Instruction at the Pennsylvania State University and currently working on my doctoral dissertation study. The purpose of this study is to gain an understanding of parents' attitudes toward kindergarten assessment and the factors that enter into their selection of a kindergarten in order to improve the quality of kindergarten and children's development.

I would like to invite you to assist us by taking 20 minutes to finish this questionnaire. The questionnaire is being conducted for the research only. The questionnaire is divided into three parts. The first part is the basic background information. The second part is your attitudes toward kindergarten assessment. The third part is factors that influence your selection of kindergartens. The first and second part requires you to place check marks by the items that best reflect you and your opinion and the third part asks you to rank the items according to its importance. There is no right or wrong answer; you only need to answer the questions based on your own perception and judgment. Throughout the study, your participation is completely voluntarily, you can stop at anytime. You do not have to answer any questions that you do not want to answer. In addition, your response to this questionnaire will remain confidential and will be used for this research only.

To show appreciation for your help, a small thank-you gift is enclosed inside the packet. Also, please seal your complete questionnaire in the enclosed envelope, and return that envelope to the teacher in 7 days.

Thanks again for your help!

If you have any questions, please feel free to email me at ginad0926@yahoo.com.tw or call me at 0926089035

Sincerely yours,
Gina Pey Duo

Pennsylvania State University
Curriculum and Instruction
Ph.D. Candidate
December, 2006

Appendix H

Cover Letter (Chinese Version)

給家長的一封信

親愛的家長，您好：

我是美國賓州州立大學課程與教育博士班的研究生，目前正在進行我的論文研究。這個研究的主要目的就是想了解父母對於幼稚園評鑑的態度看法及實際選擇幼稚園的因素，以提升更良好的幼稚園品質和幼兒發展。

誠心希望您能撥出約 20 分鐘的時間，協助完成此問卷。此問卷僅做為此研究之用。這份問卷分為三大部份，第一部份為基本資料，第二部份為您對幼稚園評鑑的看法，第三部份為您實際為孩子選擇這間幼稚園的因素。第一部份和第二部份採用勾選式作答方式，第三部份採用排序的填答方式。此問卷沒有對或錯的答案，只須依照實際想法填寫。此份問卷是採自願式的，您可以在任何時間停筆。另外，您所填的資料，僅供學術研究之用不會對外公開，不做個別探討並予以保密，請您放心填寫。

為了感謝您的幫助，信封袋裡付上了一個小小的禮物僅表謝意。並請您在填寫完問卷後，將問卷放入另一個新的信封袋彌封，於 7 天之內交回給老師。再次感謝您的合作與幫忙。

如有任何問題，可以使用下列方式聯絡我：

電話：0926089035

Email: ginad0926@yahoo.com.tw

敬祝您全家

健康 快樂！

賓州州立大學(Pennsylvania State University)

課程與教育學系(Curriculum and Instruction)

博士研究生：杜佩紋 敬上

2006 年 12 月

Appendix I

Informed Consent Form (English Version)

The Pennsylvania State University

Title of Project: Parents' Attitudes Towards Kindergarten Assessment and Selection in Taiwan: A Study Using Government-Identified Quality Factors

Descriptions:

1. The purpose of this survey study is to gain an understanding of parents' attitudes toward kindergarten assessment and the factors that enter into their selection of a kindergarten.
2. If you agree to take part in this project, you will be asked three parts of questions, the first part is your background information; the second part is your attitudes on kindergarten assessment and the third part is your kindergarten selection factors.
3. It will take about 20 minutes to complete the questions.
4. Your answer and personal information will remain confidential and will be used for this research only. The data will store and secured at personal computer in a safe password file. The original data will be destroyed after three years (2010) in order to protect your identity.
5. Your decision in this research is voluntarily. You can stop at any time. You do not have to answer any questions that you do not want to answer.
6. There is a small gift for every participant in the packet.
7. You must be 18 years of age or older to participate in this study.
8. Completion and return the survey is considered you implied consent to participate in this study. Please keep this form for your records.

If you have any questions or concern, please contact the following persons:

Principal Investigator:
Gina Pey Duo
265 Blue Course Dr. Apt 27B,
State College, PA, 16803
TEL: 002-1- 814- 777-1349 (U.S.A)
011-886-926089035
Email:ginad0926@yahoo.com.tw

Thesis Advisor:
Dr. Thomas D. Yawkey
165 Chambers
University Park, PA, 16802
TEL: 002-1-814-863-2937(U.S.A)
Email:tdy1@psu.edu

Appendix J

Informed Consent Form (Chinese Version)

家長同意書

研究標題: 父母對於幼稚園評鑑態度及幼稚園選擇之調查

說明:

1. 此份問卷主要目的為探討父母對於幼稚園評鑑的態度看法和實際選擇幼稚園的因素。
2. 如果您同意填寫此份問卷, 您將會填答三大部分。第一部分為基本資料, 第二部分為您對幼稚園評鑑的看法, 第三部分為您實際為孩子選擇這間幼稚園的因素。
3. 這份問卷大約花費 20 分鐘填寫。
4. 您的答案及個人相關資料將不會對外公開; 僅供此學術研究之用。您的問卷填答將妥善保存於研究者個人鎖碼電腦中。所有的資料將於 3 年後(2010 年)銷毀, 以確保個人隱私。
5. 您可以自由決定是否參加這個研究。您可以再任何時候終止參與, 您也可以不用回答任何您不想填答的問題。
6. 信封袋裡付上了一個小禮物僅表謝意。
7. 參與這個研究, 您必須年滿 18 歲以上。
8. 若您同意參加本研究, 請填寫完問卷並放入信封袋內彌封交回, 並請自行保留此份同意書。

如果您有任何疑問, 請與下方人員聯絡:

研究者:

杜佩紋(Gina Pey Duo)
265 Blue Course Dr. Apt 27B
State College, PA, 16803
002-1-814-777-1349(U.S.A)
011-886-926089035(Taiwan)
Email: ginad0926@yahoo.com.tw

論文指導教授:

Dr. Thomas D. Yawkey
165 Chambers Building,
University Park, PA.
Tel: 002-1-814-863-2937
Email: tdy1@psu.edu

VITA

Gina Pey Duo

EDUCATIONAL BACKGROUND

| | |
|---|------|
| Doctor of Philosophy in Curriculum and Instruction The Pennsylvania State University, University Park, PA, USA | 2007 |
| Master of Education in Curriculum and Instruction The Pennsylvania State University, University Park, PA, USA | 2004 |
| Bachelor of Science in Home Economic Tainan Woman's College of Arts & Technology, Tainan, Taiwan | 2002 |

TEACHING EXPERIENCES

| | |
|---|-------------------|
| Teacher Assistant Even Start Program, State College, USA. | 2006 |
| Assistant Volunteer Children's toys library, Kaohsiung, Taiwan | August 2005 |
| Teacher Assistant Bai-Shi kindergarten, Kaoushung, Taiwan | July 2005 |
| Instructor Assistant The Pennsylvania State University, University Park, PA, USA. | May, June 2005 |
| Teacher Assistant Zhuo-Yue kindergarten, Ping-Tung, Taiwan | July, August 1999 |

PRESENTATIONS

- Duo, G. P. (2007). *A study of parents' day care program selection*. Paper Presented at the Hawaii International Conference on Education, Honolulu, Hawaii, 2007.
- Duo, G. P. & Tsao, Y. L. (2004). *The safety surfaces and equipment issues for children in playground-From parents' perspective*. Paper presented at the Mid-Western Educational Research Association (MWERA), Columbus, OH, October 2004.
- Duo, G. P., Tsao, Y. L. & Tsai Y. W. (2006). *Parents' perspectives of kindergarten selection: A study of Taiwanese Parents' Perceptions in Taiwan*. Paper presented at the Mid-Western Educational Research Association (MWERA), Columbus, OH, October 2006.
- Duo, G. P. (2007). *A study of parents' day care program selection*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii, 2007.